



Alignment of



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Teaching Strategies GOLD®  
Objectives for Development & Learning:  
Birth *Through* Kindergarten

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WITH

**Alignment of the *Teaching Strategies GOLD*<sup>®</sup> Objectives for Development & Learning: Birth Through Kindergarten  
With  
*Nebraska Early Learning Guidelines for Ages 3 to 5***

This document aligns the content in the *Nebraska Early Learning Guidelines for Ages 3 to 5* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*<sup>®</sup> assessment system.

**References**

Nebraska Department of Education. (2005). *Nebraska early learning guidelines for ages 3 to 5*. Lincoln, NE: Author. Retrieved April 30, 2013 from [http://www.education.ne.gov/OEC/pubs/ELG/3\\_5\\_English.pdf](http://www.education.ne.gov/OEC/pubs/ELG/3_5_English.pdf)

Heroman, C., Burts, D. C., Berke, K., & Bickart, T. S. (2010). *Teaching Strategies GOLD<sup>®</sup> objectives for development & learning: Birth through kindergarten*. Bethesda, MD: Teaching Strategies, LLC.

<b>Social and Emotional Development</b>	
<b>Self-Concept</b>	
<b>Child develops independence, confidence, and competence</b>	
Likes self and shows pride in accomplishments	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Shows growing independence in a range of activities, routines, and tasks	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Joins other children in various play activities	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
Chooses from a range of activities within the program	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Child identifies own characteristics (name, age, gender, family members, etc.)	29. Demonstrates knowledge about self
<b>Self-Control</b>	
<b>Child expresses feelings and shows concern for others</b>	
Shows awareness and responds appropriately to the feelings of others	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
Calms self after excitement, expresses strong emotions constructively and controls aggression	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
Manages fears by expressing concerns and accepting support from adults	1. Regulates own emotions and behaviors 1a. Manages feelings 5 emerging to 6. Is able to look at a situation differently or delay gratification

<b>Child follows rules and routines</b>	
Attempts to solve problems with other children independently, by negotiation or other socially acceptable means	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
Participates in daily routines without being asked	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Builds awareness and ability to follow basic health and safety rules	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
<b>Cooperation</b>	
<b>Child increases ability to sustain relationships</b>	
Uses compromise and conflict resolution skills	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 8. Resolves social problems through negotiation and compromise
Plays actively with other children	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
Attempts to solve problems with other children independently, by negotiation, or other socially acceptable means	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
Uses language to engage others in meaningful conversation	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

<b>Social Relationships</b>	
<b>Child interacts empathetically and cooperatively with adults and peers</b>	
Receives social support and shows loyalty to a friend	2. Establishes and sustains positive relationships 2d. Makes friends 6. Establishes a special friendship with one other child, but the friendship might only last a short while
Solves problems with other children independently	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 8. Resolves social problems through negotiation and compromise
Shows awareness of and responds to the feelings of others	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
Knows how to join a group of playing children	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
<b>Knowledge of Families &amp; Communities</b>	
<b>Child understands and respects similarities and differences among adults and children in their program, home, and community</b>	
Begins to understand various family roles, jobs, and rules	30. Shows basic understanding of people and how they live
Child expresses some understanding of familiar locations in community such as where people live, and where stores, parks, and restaurants are located	32. Demonstrates simple geographic knowledge
Child uses familiar words to identify family members and workers in their community	30. Shows basic understanding of people and how they live

<b>Approaches to Learning</b>	
<b>Initiative and Curiosity</b>	
<b>Child uses initiative, curiosity and persistence to learn about the world</b>	
Carries out complex and varied sequences of activities independently	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Explores ways to use new materials	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Child engages in imaginative play	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Child increasingly uses communication to ask questions and seek answers	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
<b>Reasoning and Problem Solving</b>	
<b>Child shows increasing ability to classify, compare and contrast objects, events and experiences</b>	
Makes comparisons among objects that have been observed	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Sorts objects by similar qualities	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
<b>Child tries several alternative methods to solve a problem and is highly involved and persistent</b>	
Uses active exploration and trial and error to solve problems	11. Demonstrates positive approaches to learning 11c. Solves problems 5 emerging to 6. Solves problems without having to try every possibility

<p>Demonstrates persistence in problem solving</p>	<p>11. Demonstrates positive approaches to learning                      11b. Persists                      6. Plans and pursues a variety of appropriately challenging tasks</p>
<p>Increases ability to make predictions and find more than one solution</p>	<p>11. Demonstrates positive approaches to learning                      11e. Shows flexibility and inventiveness in thinking                      6. Changes plans if a better idea is thought of or proposed</p>
<p>Child reflects on experiences and information, and interprets or draws conclusions based on the information</p>	<p>12. Remembers and connects experiences                      12b. Makes connections                      6. Draws on everyday experiences and applies this knowledge to a similar situation</p>

<b>Health and Physical Development</b>	
<b>Fine (Small) Motor Skills</b>	
<b>Child uses finger and hand control to operate and use small objects to demonstrate fine (small) motor coordination</b>	
Uses eye-hand coordination to perform a variety of tasks	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Develops fine (small) motor skills through participation in activities	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Uses strength and control to perform simple tasks	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Child explores drawing and painting materials	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
<b>Gross (Large) Motor Skills</b>	
Child develops coordination, balance, spatial awareness and strength through gross (large) motor activities	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control  5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
<b>Child develops gross (large) motor skills</b>	
Coordinates both hands to manipulate large objects	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Continues to develop body flexibility and coordination	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control



Uses indoor and outdoor gross (large) motor equipment safely and appropriately	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
<b>Health Status and Practices</b>	
<b>Child develops an awareness of health, nutrition and safety</b>	
Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Develops knowledge and skills about what to do in case of fire, storm, injury or other emergencies	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Identifies potentially harmful objects, substances or behaviors, knows to leave them alone and tell an adult	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Child develops an understanding of the need for regular physical exercise and activity	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
<b>Nutrition</b>	
<b>Child shows knowledge of healthy eating and lifestyle habits</b>	
Demonstrates knowledge that some foods are healthier than others	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Uses manners during meals/snacks, including asking for second helpings	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
Child begins to develop interest in foods and eating styles of other cultures	30. Shows basic understanding of people and how they live
Child understands that healthy foods help them to grow and give them energy to play and think	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

<b>Language and Literacy Development</b>	
<b>Listening and Understanding</b>	
<b>Child listens to directions and conversations with understanding</b>	
Demonstrates understanding of the meaning of stories, songs and poems	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
<b>Child follows directions in sequences of actions</b>	
Follows single and multi-step or complex directions	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences
<b>Child listens to others and responds to feelings and expressed ideas</b>	
Responds to simple, direct, conversational sentences, either verbally or by alternative means	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
Child demonstrates understanding of native and/or English languages for social interactions and program directions/ activities	37. Demonstrates progress in listening to and understanding English
<b>Speaking and Communicating</b>	
<b>Child communicates needs, wants or thoughts through words, gestures, actions, or expressions</b>	
Uses sentences that include two or more separate ideas	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
Initiates interactions with adults and peers	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations

<b>Child communicates for a variety of purposes</b>	
Attempts to solve problems with other children independently by communicating with them	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
Greets adults and peers	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
Child uses English or native language to share feelings and express ideas	38. Demonstrates progress in speaking English
Child uses new vocabulary that has been introduced	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
<b>Phonological Awareness</b>	
<b>Child shows knowledge of phonological awareness (the ability to hear and understand the different sounds of language)</b>	
Recognizes matching sounds and rhymes in familiar words, games, songs, stories and poems	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 6. Decides whether two words rhyme
Spontaneously repeats songs, rhymes and chants, and creates nonsense words	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
<b>Child progresses in listening and telling differences in phonemes (smallest parts of sound in a spoken word)</b>	
Identifies words that begin with the same sound	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 6. Matches beginning sounds of some words

<b>Child recognizes the connection between spoken and written words</b>	
Shows growing ability to hear and discriminate separate syllables in words	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words
Isolates beginning and ending sounds of printed or spoken words	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 8. Isolates and identifies the beginning sound of a word
<b>Book Knowledge and Appreciation</b>	
<b>Child demonstrates interest in and appreciation of reading-related activities</b>	
Shows interest when stories are read	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
Relates events in story to own knowledge and experience	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
<b>Child increases knowledge about books and how they typically are read</b>	
Holds book right side up	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
Turns pages front to back	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
Knows specific words related to books such as author and illustrator	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors

<b>Child learns to sequence and predict a story</b>	
Picture reads; tells about the story from the pictures on the cover or in the book	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
<b>Print Awareness and Concepts</b>	
<b>Child shows an awareness of print as a form of meaningful communication</b>	
Follows the print on the page, moving eyes from left to right and top to bottom (uses finger under print)	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 7 emerging to 8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print
Identifies some letters and numbers	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
Recognizes and begins to write own name	19. Demonstrates emergent writing skills 19a. Writes name 4 emerging to 5. Partially accurate name
“Reads” familiar environmental print (logos, posters, signs, etc.)	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
Child understands that each spoken word can be written down and read	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read

<b>Early Writing and Alphabet Knowledge</b>	
<b>Child shows an interest in early writing</b>	
Uses scribbles, shapes or pictures to represent specific thoughts, ideas, stories	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
<b>Child progresses in the identification of letters</b>	
Identifies some letters and numbers	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
Uses pretend writing in play as a purposeful activity	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
Child recognizes and/or writes own name on artwork or possessions	19. Demonstrates emergent writing skills 19a. Writes name 6. Accurate name

<b>Mathematics</b>	
<b>Number and Operations</b>	
<b>Child develops awareness of numerals</b>	
Counts up to ten or higher	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
Can judge whether groups of up to five objects each contain the same number of objects	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
Uses one to one matching (correspondence)	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
Distinguishes between numbers and letters	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
<b>Child uses language to demonstrate understanding of space and time (next to, on top of, before, after, etc.)</b>	
Begins to learn sequences of events in time (first, next, last, etc.)	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
<b>Child develops an understanding of the counting process</b>	
Counts in nursery rhymes; counts all types of objects; plays with counting forward or backward	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting

<b>Geometry and Spatial Sense</b>	
<b>Child develops knowledge of geometric principles</b>	
Learns about shapes	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)
Classifies and sorts different shapes	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Combines different shapes to make representations or patterns	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 7 emerging to 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
<b>Child develops spatial sense</b>	
Uses comparison words correctly	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Uses words that describe the relative position of things	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
Child groups objects together that are the same in some way and gives reasons for groupings	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason



<b>Patterns and Measurement</b>	
<b>Child develops knowledge of patterns</b>	
Begins to recognize duplicates and extends simple patterns using a variety of materials	23. Demonstrates knowledge of patterns 5 emerging to 6. Extends and creates simple repeating patterns
Describes patterns in the environment	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns
<b>Child demonstrates use of measurement</b>	
Uses standard and/or non-standard measures	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Recognizes that different types of measurement can be made (height, length, weight, etc.)	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers

<b>Science</b>	
<b>Scientific Skills and Methods</b>	
<b>Child develops scientific skills and methods</b>	
Makes observations, and describes objects and processes in the environment	24. Uses scientific inquiry skills
Begins to make comparisons between objects that have been observed	22. Compares and measures 3 emerging to 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Begins to find answers to questions through active investigation	24. Uses scientific inquiry skills
Child uses sentences that include two or more ideas with descriptive details	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
Child uses senses, materials, events in nature, and the environment to investigate and expand knowledge	24. Uses scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of Earth's environment
<b>Scientific Knowledge</b>	
<b>Child develops knowledge of the scientific process</b>	
Shows interest in active investigation	24. Uses scientific inquiry skills
Begins to make comparisons among objects that have been observed	22. Compares and measures 3 emerging to 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Describes or represents a series of events in the correct sequence	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view

<p>Child demonstrates understanding of simple cause and effect relationships</p>	<p>11. Demonstrates positive approaches to learning                      11b. Persists                      6. Plans and pursues a variety of appropriately challenging tasks</p>
<p>Child shows interest in measurement of time, length, distance, and weight</p>	<p>22. Compares and measures                      4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>
<p>Child develops increased ability to observe and discuss things that are common and things that are different</p>	<p>13. Uses classification skills                      6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason                       24. Uses scientific inquiry skills</p>

<b>Creative Arts</b>	
<b>Music</b>	
<b>Child is able to sing, play, move and create music, expressing individual imagination</b>	
Takes the lead in music activities	34. Explores musical concepts and expression
Develops an appreciation for music	34. Explores musical concepts and expression
<b>Child responds to music through movement</b>	
Responds to the beat of songs or instrumental music with more complex movements (walking or jumping to the beat)	34. Explores musical concepts and expression
Uses music as an avenue to express thoughts, feelings, and energy	34. Explores musical concepts and expression
Describes and carries out movement sequences	35. Explores dance and movement concepts
Child is able to distinguish between different types of music (loud/soft, fast/slow, happy/sad, etc.)	34. Explores musical concepts and expression
<b>Art</b>	
<b>Child progresses in exploration and experimentation with new materials</b>	
Uses materials to make a simple representation and describes or demonstrates how it was made	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
<b>Child gains experience in making shapes and linear patterns</b>	
Draws or paints images with a few details	33. Explores the visual arts
<b>Child broadens artistic exploration</b>	
Develops confidence in own creative expression through process-oriented experiences	33. Explores the visual arts
Child uses materials to build and create a structure to represent another item (blocks become a castle, clay becomes a snake, etc.)	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is  33. Explores the visual arts

<b>Movement</b>	
<b>Child expresses strong emphasis, steady beats and changing dynamics in various musical tempos and styles through movement</b>	
Responds to the beat of songs or instrumental music with more complex movements (walking or jumping to the beat, clapping, etc.)	25. Demonstrates knowledge of the characteristics of living things
<b>Child demonstrates a sense of balance and body coordination</b>	
Demonstrates a wide variety of positions (stretching, bending, rocking, twisting, etc.)	25. Demonstrates knowledge of the characteristics of living things
<b>Child represents experiences through movement</b>	
Demonstrates concepts (feelings, directions, words, ideas, etc.)	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
<b>Dramatic Play</b>	
<b>Child participates in a variety of dramatic play activities</b>	
Uses words, actions and materials to portray a role, situation or setting	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
Engages in role play with two or more children	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
<b>Child imagines and clearly describes characters, their relationships and their environment in dramatic play situations</b>	
Assumes the role of someone or something else, or talks in language relevant to the assumed role	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else