



Alignment of



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



WITH

Alignment of the *Teaching Strategies GOLD*[®] Objectives for Development & Learning: Birth Through Kindergarten
With
New Jersey Birth to Three Early Learning Standards

This document aligns the content in the *New Jersey Birth to Three Early Learning Standards* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*[®] assessment system.

References

The New Jersey Council for Young Children. (2012). *New Jersey birth to three early learning standards*. Trenton, NJ: The Birth to Eight Early Learning and Development Standards Committee. Retrieved April 11, 2013 from <http://www.state.nj.us/education/ece/guide/standards/birth/standards.pdf>

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

Social and Emotional Development	
Birth to 36 months Indicators	
Feelings of comfort, support and stability from others	
Engages in behaviors that build relationships with familiar adults	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Shows preference for familiar adults	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Reacts to unfamiliar adults	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
Seeks ways to find comfort in new situations	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
Shows emotional connection and attachment to others	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Individual's perception of self	
Expresses feelings and emotions through facial expressions, sounds, gestures or words	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
Begins to develop awareness of self as separate from others	29. Demonstrates knowledge about self
Shows confidence in increasing abilities	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately

Ability to manage one’s physical and emotional reactions to internal sensations or external events	
Begins to manage own actions, emotions and behavior	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately <ul style="list-style-type: none"> 3 emerging to 4. Seeks to do things for self
Develops ability to cope with stress and strong emotions	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1a. Manages feelings <ul style="list-style-type: none"> 6. Is able to look at a situation differently or delay gratification
Begins to understand simple routines, rules or limitations	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1b. Follows limits and expectations <ul style="list-style-type: none"> 6. Manages classroom rules, routines, and transitions with occasional reminders
Social connections with other children and adults	
Shows interest in and awareness of peers and adults	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships 2a. Forms relationships with adults <ul style="list-style-type: none"> 4. Uses trusted adult as a secure base from which to explore the world 2. Establishes and sustains positive relationships 2c. Interacts with peers <ul style="list-style-type: none"> 2. Plays near other children; uses similar materials or actions
Responds to and interacts with other peers and adults	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships 2a. Forms relationships with adults <ul style="list-style-type: none"> 4. Uses trusted adult as a secure base from which to explore the world 2. Establishes and sustains positive relationships 2c. Interacts with peers <ul style="list-style-type: none"> 4. Uses successful strategies for entering groups
Begins to recognize and respond to the feelings and emotions of peers and adults	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships 2b. Responds to emotional cues <ul style="list-style-type: none"> 1 emerging to 2. Reacts to others’ emotional expressions
Begins to show care and concern for others	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships 2b. Responds to emotional cues <ul style="list-style-type: none"> 4. Demonstrates concern about the feelings of others

Uses social interactions, facial expressions, gestures or words to express feelings, needs and wants	<p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p>2. Indicates needs and wants; participates as adult attends to needs</p> <p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p>
Begins to use imitation or pretend play to learn and practice new roles and relationships	<p>14. Uses symbols and images to represent something not present</p> <p>14b. Engages in sociodramatic play</p> <p>4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
Approaches to Learning	
Birth to 36 Months Indicators	
Interest in things and people in the environment	
Shows interest in and actively explores the environment	<p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p>2. Uses senses to explore the immediate environment</p>
Shows eagerness and curiosity as a learner	<p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p>4. Explores and investigates ways to make something happen</p>
Seeks to discover and learn new things	<p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p>4. Explores and investigates ways to make something happen</p>
Continuing to work at challenging tasks or activities even when encountering obstacles	
Attends to and tries to reproduce interesting events	<p>11. Demonstrates positive approaches to learning</p> <p>11b. Persists</p> <p>2. Repeats actions to obtain similar results</p>
Maintains social contact by continuing to engage with caregiver	<p>2. Establishes and sustains positive relationships</p> <p>2a. Forms relationships with adults</p> <p>2. Demonstrates a secure attachment to one or more adults</p>

Attempts challenging tasks with or without adult help	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
Explores thoroughly and tries to solve problems even when encountering obstacles	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal
Developing ability to invent and try new things	
Uses unusual ways to explore people or objects in the environment	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Finds new things to do with familiar objects	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Uses imagination in playful, silly or messy ways	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Ability to engage others in interaction and start actions or behaviors	
Shows initiative by engaging others in interaction	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 3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
Takes action without being directed by others	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Demonstrates initiative by making choices	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs

Language Development and Communication	
Birth to 36 Months Indicators	
Attending to and understanding language and other forms of communication from others	
Shows interest in listening to sounds	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Listens with interest to language of others	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
Responds to verbal communication of others	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Responds to nonverbal communication of others	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Understands gestures, words, phrases or questions	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Producing and expressing language including sounds, gestures, signs, words and phrases	
Uses sounds, gestures or actions to express needs and wants	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs

<p>Uses consistent sounds, gestures, signs or words to communicate</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate</p> <p>9. Uses language to express thoughts and needs 9b. Speaks clearly 4. Uses some words and word-like sounds and is understood by most familiar people</p>
<p>Imitates sounds, gestures, signs, words or phrases</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate</p> <p>9. Uses language to express thoughts and needs 9b. Speaks clearly 4. Uses some words and word-like sounds and is understood by most familiar people</p>
<p>Uses sounds, signs, words or phrases for a variety of purposes</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects</p>
<p>Takes turns using language in simple back and forth conversations</p>	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations</p>
<p>Developing skills and behaviors that relate to later reading and writing</p>	
<p>Shows interest in songs, rhymes and stories</p>	<p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games</p>
<p>Shows interest in photos, pictures and drawings</p>	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs</p>
<p>Develops interest in and involvement with books and other print materials</p>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books</p>

Begins to recognize and understand symbols such as those used in writing	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 1 emerging to 2. Shows understanding that text is meaningful and can be read
Cognitive Development	
Birth to 36 Months Indicators	
Attending to and exploring people, objects and events especially those that are novel or unusual	
Pays attention to people and objects	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Uses senses to explore people, objects and the environment	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Attends to colors, shapes, patterns or pictures	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds 33. Explores the visual arts
Shows interest and curiosity in new people and objects	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Makes things happen and watches for results or repeats action	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen

Ability to process, retain and recall information	
Shows ability to acquire new information and use it at a later time	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Recognizes familiar people, places and things	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Recalls and uses information in new situations	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Searches for missing or hidden objects	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Using cognitive abilities to find a solution to everyday problems	
Experiments with different uses for objects	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Shows imagination and creativity in solving problems	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Uses a variety of strategies to solve problems	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
Applies knowledge to new situations	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation

Copying the sounds, gestures or behaviors of others and using objects to represent something else during play.	
Observes and imitates sounds, gestures or behavior	<p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways</p> <p>14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props</p>
Uses objects to represent other things	<p>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</p>
Uses imitation or pretend play to express creativity and imagination	<p>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</p>
Physical and Motor Development	
Birth to 36 Months Indicators	
Body movements and skills that involve the arms and legs or the whole body	
Moves body, arms and legs with coordination	<p>4. Demonstrates traveling skills 2. Moves to explore immediate environment</p>
Demonstrates large muscle balance, stability, control and coordination	<p>6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements</p>
Develops increasing ability to change positions and move body from place to place	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p>
Moves body with purpose to achieve a goal	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p>

Physical movements and skills that involve the feet, hands and fingers	
Uses hands or feet to manipulate objects and make contact with people	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Develops small muscle control and coordination	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Demonstrates integration of the senses	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 1 emerging to 2. Uses senses to explore the immediate environment
Uses different actions on objects	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Controls small muscles in hands when doing simple tasks	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Physical growth and basic health needs, contributing to positive feelings and attitudes	
Shows characteristics of healthy development	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Responds when physical needs are met	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Expresses physical needs non-verbally or verbally	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Participates in physical care routines	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self

<p>Begins to develop self-help skills</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self</p>
<p>Begins to understand safe and unsafe behaviors</p>	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p>