



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
*Oregon Early Childhood Foundations - Ages 3 to 5***

This document aligns the content in the *Oregon Early Childhood Foundations- Ages 3 to 5* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*[®] assessment system.

References

Oregon Department of Education. (2007). *Oregon early childhood foundations - ages 3 to 5*. Salem, OR: Author. Retrieved April 30, 2013 from <http://www.ode.state.or.us/search/page/?id=1286>

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.

Language and Literacy Development	
Ages Three to Five	
Listening and Understanding	
Observable Behaviors	
Understands and uses home language and English during play and/or when conversing with other children or adults.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories 9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
Carries on a conversation either verbally or by another means to extend thoughts and ideas.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
Participates in conversations, tells short stories, and engages in finger plays, rhymes, and poems.	9. Uses language to express thoughts and needs 9d. Tells about another time or place 6. Tells stories about other times and places that have a logical order and that include major details 10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
Retells main ideas of familiar stories, songs or poems.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult

Speaking and Communicating	
Observable Behaviors	
Acquires vocabulary to effectively express feelings and thoughts.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Initiates conversations and discussions with peers and adults.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
Uses sentences that includes 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
Uses home language and/or English to communicate information, experiences, ideas, feelings.	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words 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
Uses home language to express opinions, tell jokes, describe events and ask questions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items 9. Uses language to express thoughts and needs 9d. Tells about another time or place 6. Tells stories about other times and places that have a logical order and that include major details

Phonological Awareness	
Observable Behaviors	
Recognizes matching sounds and rhymes in familiar words (cat, hat, bat, rat, etc).	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 6. Decides whether two words rhyme 15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 6. Matches beginning sounds of some words
Discriminates rhyming words in familiar games, songs, stories and poems.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 6. Decides whether two words rhyme
Sings or chants rhymes or rhyming songs such as “Down by the Bay”.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 5 emerging to 6. Decides whether two words rhyme
Recognizes parts of words (claps for each syllable in the word such as HAP-PY (2 claps), PINE-AP-PLE (3 claps), etc.).	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words
Plays with sounds to make up new words (silly, willy, nilly walked to philly, “I got a bumpa whumpa”, etc.).	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously
Associates sounds with written letters.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 4. Produces the correct sounds for 10–20 letters
Isolates beginning and ending sounds in printed or spoken words.	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 7 emerging to 8. Isolates and identifies the beginning sound of a word

Book Knowledge and Comprehension	
Observable Behaviors	
Demonstrates sustained listening during story time (asks for story to be read again, wants to go back to favorite part, wants to study the picture, etc).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
Pretends to read a story.	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
Gains information from stories read aloud (relates events in stories to personal knowledge and experiences).	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
Answers questions about the story, tells and retells stories from books and experiences.	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
Learns to sequence and predict a story.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions 18. Comprehends and responds to books and other texts 18c. Retells stories 5 emerging to 6. Retells a familiar story in proper sequence, including major events and characters

Tells a story to others.	9. Uses language to express thoughts and needs 9d. Tells about another time or place 6. Tells stories about other times and places that have a logical order and that include major details
Recognizes various forms of writing and its purpose (such as poetry or a dictionary).	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 8. Uses various types of books for their intended purposes
Print Awareness and Alphabet Knowledge	
Observable Behaviors	
Understands that words can be written down and read.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
Asks a person to read print such as: signs, lists, newspapers, messages, menus, and stories.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
Points to words using a left to right progression when “reading” picture books.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow
Recognizes or “reads” several words.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 7 emerging to 8. Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line
Associates sounds and written words (looks at books sees familiar letters and makes letter sounds and might even say letter name).	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 5 emerging to 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
Identifies most letters of the alphabet.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 7 emerging to 8. Identifies and names all upper- and lowercase letters when presented in random order

Early Writing	
Observable Behaviors	
Labels a drawing with several randomly placed letter-like shapes.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
Represents ideas, stories and experiences through pictures, dictation and play (copies signs and writing in the classroom).	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
Shows progression from using scribbles, shapes or pictures to represent ideas, to writing recognizable letters.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
Copies or writes familiar words and own name.	19. Demonstrates emergent writing skills 19a. Writes name 5. Partially accurate name 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling

Approaches to Learning	
Ages Three to Five	
Initiative and Curiosity	
Observable Behaviors	
Asks an adult to read stories.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Asks an adult to explain an event.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Tries alternative methods to solve a problem.	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
Notices changes in routines and asks adult about them, or comments on change.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders 12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
Discusses familiar and new topics and continues discussions by asking questions or making comments.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Engagement and Persistence	
Observable Behaviors	
Maintains concentration over time on a task, question, set of directions or interactions.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

Completes a variety of tasks, activities, projects and experiences (finishes painting before moving to next activity, puts toy away before leaving the area, etc.).	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
Asks for and accepts help and/or suggestions from teacher or peers for problem solving (putting larger or more blocks at the base will make the tower stronger).	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Demonstrates ability to set goals and follow through on plans (identifies what he/she wants to paint, build, explore, defines how he/she wants to do it and is able to follow through to completion).	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
Reasoning and Problem Solving	
Observable Behaviors	
Makes comparisons regarding observations (“There are more kittens than puppies.”).	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 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
Makes predictions when observing events (“When I put the big block on the top the tower falls.”).	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
Draws simple conclusions based on prior experiences and information (“We have snack before we go play; we read books before bed”).	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Offers simple, age appropriate reasons and ideas for tasks and problem solving (how to keep the book area in order, what to do if we have 2 paint stations and 3 people want to paint, etc.).	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility

Mathematics	
Ages Three to Five	
Numbers and Operations	
Observable Behaviors	
Counts up to ten.	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
Uses number concepts and vocabulary such as: first, last, next to, before, after, etc.	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
Combines, separates and names “how many” concrete objects.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
Uses words such as more than and less than to express some number concepts.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
Recognizes numerals 1 – 20.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 8. Identifies numerals to 20 by name and connects each to counted objects
Uses words such as yesterday, today and tomorrow in conversation.	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

Geometry and Spatial Sense	
Observable Behaviors	
Recognizes simple shapes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)
Compares various sizes of items (longer, shorter, same).	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
Describes, compares and names common shapes, their parts and attributes (circle, square, triangle, round, three sides, etc.).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation 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 descriptive words such as: up, down, over, under, top, bottom, inside, outside, in front of and behind.	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
Patterns and Measurement	
Observable Behaviors	
Recognizes, 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
Creates original patterns.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns

<p>Makes predictions about what might come next in a pattern.</p>	<p>13. Uses classification skills 5 emerging to 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p> <p>23. Demonstrates knowledge of patterns 5 emerging to 6. Extends and creates simple repeating patterns</p>
<p>Explores, compares and describes length, weight or volume using items in the environment (strings, cubes, blocks, sticks, rulers, cartons etc.).</p>	<p>22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
<p>Shows awareness of time concepts (shows interest in calendar, clock, today, next week, etc.).</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>

Physical Education and Health	
Ages Three to Five	
Fine (Small) Motor	
Observable Behaviors	
Explores and manipulates objects in multiple ways (blocks, puzzles, buttons, zippers, stringing small beads, etc.).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements
Develops strength, dexterity and control needed to master use of markers, pencils, brushes, crayons, scissors, paper punch, stapler and hammer (pulls caps off markers and replaces them firmly, etc.).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements 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
Develops in eye-hand coordination (builds with blocks, puts puzzles together, copies shapes and patterns, opens and closes jars or lids on containers).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Gross (Large) Motor	
Observable Behaviors	
Engages in complete movements such as climbing and walking up and down stairs.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
Demonstrates control and balance by: marching, hopping, running, jumping, pulling toys, pushing boxes, etc.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control 5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
Demonstrates coordinated movements such as throwing balls.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements

Uses indoor and outdoor equipment such as the slide or swing.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
Health Status and Practices	
Observable Behaviors	
Follows program safety rules.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Recognizes common signs for poison, danger and warning.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Demonstrates growing independence in hygiene and personal care such as hand washing (after toilet, before eating, after animal handling, etc.), teeth brushing, wiping nose.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 7 emerging to 8. Takes responsibility for own well-being
Demonstrates healthy eating behaviors (talks about and shows interest in foods that are healthy).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

Science	
Ages Three to Five	
Matter or the Physical World	
Observable Behaviors	
Explores a variety of materials to learn about weight, size, texture, shape, color and temperature.	24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials
Uses a variety of tools and objects to explore and discover the world and how things work in the world (magnets, microscope, scales, thermometer etc.).	28. Uses tools and other technology to perform tasks
Makes observations and predictions, and tries things out to discover what will happen.	24. Uses scientific inquiry skills
Experiments with the effects of personal actions on objects (notices and plans for the effect of using different blocks for building stability and height).	24. Uses scientific inquiry skills
Identifies and discusses changes that occur in nature and man-made materials over time (observes weather changes, leaf colors, food molding etc.).	26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of Earth's environment
Force, Movement and Energy	
Observable Behaviors	
Shows curiosity and inquiry through play (becomes intentional when choosing blocks for construction or experiments with toys and other materials to test speed, falling, etc.).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas 11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Explores objects and materials and their impact on one another (uses eye dropper to drop color in glasses of water, compares what will float or sink, builds a series of inclines to see how far the marble will roll).	26. Demonstrates knowledge of the physical properties of objects and materials

Observes and explores different ways objects and materials move and change (What makes the tricycle go? How long will the swing go back and forth if I give it one big push? Explores different ways to use toys and equipment, etc.).	26. Demonstrates knowledge of the physical properties of objects and materials
Forming the Questions and Hypothesis and Designing the Investigation	
Observable Behaviors	
Shows curiosity through exploration of objects and materials.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas 24. Uses scientific inquiry skills
Begins to ask scientific questions and use observations in making predictions and formulating theories about how things work (Where does the moon go during the day? What makes the wind blow? How do we make the water move?, etc.).	24. Uses scientific inquiry skills
Uses appropriate materials for problem-solving and exploration of the physical world (magnifying glasses, magnifying bug container, videotape, photos, etc.).	28. Uses tools and other technology to perform tasks
Explores possible answers to simple science based questions through investigation (child gives his/her hypothesis and then tests ideas through observation, experiments and discussion).	24. Uses scientific inquiry skills
Collecting and Presenting Data, and Analyzing and Interpreting Results	
Observable Behaviors	
Collects describes and records information through a variety of means including: discussion, drawing, graphing, tallying, photographing, writing (attempts simple line drawings, moves to more details as experiences grow).	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
Shows ability to predict and explain results of a simple investigation (discusses ideas of what might happen and why).	24. Uses scientific inquiry skills

Describes patterns and relationships, and discusses things that are alike/different.	<p>22. Compares and measures</p> <p>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>23. Demonstrates knowledge of patterns</p> <p>6. Extends and creates simple repeating patterns</p>
Shows ability to measure time, length, distance and weight.	<p>22. Compares and measures</p> <p>6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
Organisms and Heredity	
Observable Behaviors	
Notices similarities, differences and categories of plants and animals such as appearances, behaviors and habitats.	<p>13. Uses classification skills</p> <p>4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p> <p>22. Compares and measures</p> <p>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>25. Demonstrates knowledge of the characteristics of living things</p>
Recognizes water and food as common needs of all living things.	<p>25. Demonstrates knowledge of the characteristics of living things</p>
Describes similar characteristics of living things such as dogs, cats, birds, trees (cats and dogs have fur, birds have feathers, fish swim, butterfly's fly, Christmas trees are different than the trees that loose their leaves).	<p>22. Compares and measures</p> <p>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>25. Demonstrates knowledge of the characteristics of living things</p>

Has an understanding of family (describes family make-up, learns about family differences, begins to understand family membership and roles).	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
Shows growing understanding of and respect for living things in the environment (is considerate of living things, shows interest in recycling and taking care of the world).	27. Demonstrates knowledge of Earth's environment
Diversity, Interdependence and Dynamic Earth	
Observable Behaviors	
Recognizes and respects that living things have unique needs such as food and water.	25. Demonstrates knowledge of the characteristics of living things
Demonstrates understanding that living things grow and change over time.	25. Demonstrates knowledge of the characteristics of living things
Recognizes differences in non-living earth materials (rock, dirt, sand).	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 27. Demonstrates knowledge of Earth's environment
Develops awareness and beginning understanding of changes in the weather and the seasons.	27. Demonstrates knowledge of Earth's environment
Observes the characteristics and movement of the sun, moon, stars and clouds.	27. Demonstrates knowledge of Earth's environment

Social and Emotional Development	
Ages Three to Five	
Self Concept	
Observable Behaviors	
Is willing to try new things (play dough, finger painting, cooking, etc.).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Willing to stay with a task for a meaningful period of time.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
Expresses confidence and pride in accomplishments.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Demonstrates independence in a range of activities, routines and tasks.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs 11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
Initiates play and work activities with others.	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
Expresses awareness of self in terms of specific abilities, characteristics and preferences (“I am taller than this rock!”).	29. Demonstrates knowledge about self

Self Control	
Observable Behaviors	
Uses words to express feelings (“I don’t like...,” or “I’m happy!”).	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
Manages feelings and is able to calm self.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
Follows simple rules and participates in routines (waits in line).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Successfully completes transitions (moves from play to clean up; leaves toys when asked to come for a ride within normal time expected).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Develops understanding of how his/her actions affect others.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
Attempts to resolve conflicts by using a variety of strategies other than aggression.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems

Cooperation	
Observable Behaviors	
Interacts with others and actively participates by taking turns, sharing materials and interacting positively.	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
Works in small and large group settings with adult support.	2. Establishes and sustains positive relationships 2c. Interacts with peers 5 emerging to 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 5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors
Enters a group and plays cooperatively.	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
Accepts guidance and direction from adults in the environment.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
Uses compromise and discussion while working, planning, playing and resolving conflicts with peers.	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 3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems

Social Relationships	
Observable Behaviors	
Communicates with a range of familiar adults; responds to and initiates conversation.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults 10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges 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
Initiates, engages and sustains peer interactions; shares toys and materials during play.	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
Builds a relationship with at least one other child; 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
Develops friendships with peers.	2. Establishes and sustains positive relationships 2d. Makes friends 4. Plays with one or two preferred playmates

Knowledge of Families, Community and Diversity	
Observable Behaviors	
Understands assigned family roles and tasks.	29. Demonstrates knowledge about self
Identifies other people in their roles and what they do (policeman).	30. Shows basic understanding of people and how they live
Identifies his/her personal characteristics including name, age and gender.	29. Demonstrates knowledge about self
Recognizes familiar places in the environment (home, school, parks, stores, restaurants, etc.).	32. Demonstrates simple geographic knowledge
Describes similarities and differences among families and communities (Joseph says hello in some other language).	30. Shows basic understanding of people and how they live
The Arts	
Ages Three to Five	
Music	
Observable Behaviors	
Participates in musical activities such as singing, dancing, games and performances.	34. Explores musical concepts and expression
Experiments with a variety of musical instruments that are age and size appropriate.	34. Explores musical concepts and expression
Explores tempo and volume using musical instruments and props (real instruments or instruments created by the child such as scarves, streamers, etc.).	34. Explores musical concepts and expression
Knows words of familiar songs and sings or hums them.	34. Explores musical concepts and expression
Makes up songs during play.	34. Explores musical concepts and expression
Reacts to musical experiences through self-expression (singing, dancing).	34. Explores musical concepts and expression

Visual Arts	
Observable Behaviors	
Uses materials in a variety of ways in creating expression (big/small brushes, single and mixed colors, tape, staples, glue, etc.).	33. Explores the visual arts
Makes drawings, paintings, models and other artistic expressions that are creative or realistic representations of people, animals or things in the environment.	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
Creates a visual representation of their experiences (collage after a walk, photo album with family members).	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
Observes and makes comparisons about artistic products produced by other individuals or cultures.	30. Shows basic understanding of people and how they live 33. Explores the visual arts
Movement	
Observable Behaviors	
Responds to musical tempo with a variety of movements (nodding head, moving body, clapping, etc.).	34. Explores musical concepts and expression 35. Explores dance and movement concepts
Performs simple pattern dances or movements in time to different beats and rhythms in music (walking, stomping, jumping, and marching).	34. Explores musical concepts and expression 35. Explores dance and movement concepts
Uses dance and movement when “acting out a role” in dramatic play.	35. Explores dance and movement concepts
Expresses through movement and dancing what is felt and heard in various musical tempos, volumes and styles (happy, sad, loud, soft, etc.).	34. Explores musical concepts and expression 35. Explores dance and movement concepts

Dramatic Play	
Observable Behaviors	
Talks to and plays with pretend friends, stuffed animals, puppets and other toys.	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
Engages in a variety of role play activities such as dress-up.	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
Represents real and/or familiar experiences through dramatic play, puppet play and play with dolls or figures.	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
Acts out parts of a story or movie.	36. Explores drama through actions and language
Uses words, actions and materials to portray a role or assume a character.	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
Plans a theme or plot and interacts with other characters.	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

Social Science	
Ages Three to Five	
History	
Observable Behaviors	
Recognizes the beginning and end of an event (sits on the rug when the music stops, washes hands before snack).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Recalls information about immediate past (before lunch, after snack, yesterday).	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
Explores and is curious about changes over time.	31. Explores change related to familiar people or places
Demonstrates the ability to put events in correct sequence (describes what takes place during different parts of the day, retells a story, talks about an event on the playground using terms such as first, then, etc.).	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
Experiments with general terms related to properties of time (“Today I get to go to Grandma’s house,” “Yesterday was my Daddy’s birthday”, 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
Makes predictions about what might happen (“We might get a puppy”).	31. Explores change related to familiar people or places
Geography, Environment and Surroundings	
Observable Behaviors	
Describes characteristics of the physical environment, (identifies playground by the swings, tells color of his/her house, talks about where the paints go and where you put the blocks etc.).	32. Demonstrates simple geographic knowledge
Identifies different environments by the people or signs that are part of that environment such as his/her name, the stop sign at the corner by the school, the symbol for no climbing posted by the slide, etc.	32. Demonstrates simple geographic knowledge

Shows interest in using real tools for locating places (looks at the globe or map to find a place, may bring in a compass because you are going on a walk, making maps of familiar places or a treasure map, etc.).	32. Demonstrates simple geographic knowledge
Economics and Economic Concepts	
Observable Behaviors	
Uses objects (pretend or real) to buy, barter, or trade. Uses play money at the play center store to buy groceries, negotiates for a toy with another toy or object, etc.	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 30. Shows basic understanding of people and how they live
Understands the relationship of supply to demand, and dependence on others to provide for wants and needs (tries to problem solve when there is not enough fruit for everyone at snack time, asks for help because all the children do not have markers and they are all gone, etc.).	30. Shows basic understanding of people and how they live
Understands and recognizes the use of money as an exchange for goods or services (talks about what he/she will buy with their birthday money or allowance, may ask for money to buy something, gives the teacher money and says “this is to buy my milk,” etc.).	30. Shows basic understanding of people and how they live
Civics and Government Rules	
Observable Behaviors	
Understands different places have different rules (he/she can’t play ball, where children swing and slide, knows that “outside voices” aren’t for the home or classroom etc.).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 7 emerging to 8. Applies rules in new but similar situations
Understands basic rules and understands consequences for actions (he/she throws sand; they will not be able to play in the sand box, etc.).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

Demonstrates independence, follows routines with little supervision (can get own materials for projects, cleans up readily, puts toys and materials in proper places).	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p> <p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>
Understands concepts of voting and making choices (group may raise hands to choose which books to read, games to play, etc.).	30. Shows basic understanding of people and how they live
Demonstrates ability to create rules in play (everyone gets one turn in the circle or on the new tricycle.).	<p>3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns</p>
Family Roles and Relationships	
Observable Behaviors	
Identifies his/her role in the family structure (knows he/she has a big brother, identifies they are the biggest (oldest) in their family etc.).	29. Demonstrates knowledge about self
Recognizes and describes the roles within the home (talks about where “Mommy” works, identifies who cooks dinner and who tells him/her to pick up toys before bed, etc.).	29. Demonstrates knowledge about self
Uses knowledge of immediate surroundings to make sense of his/her family’s connection to the community and the world (uses a bag for a briefcase or lunch box and pretends to be a parent going to work, plays on the swing and says he has a swing at home etc.).	<p>29. Demonstrates knowledge about self</p> <p>30. Shows basic understanding of people and how they live</p> <p>32. Demonstrates simple geographic knowledge</p>

Government Diversity	
Observable Behaviors	
Identifies and recognizes the gender of persons within their family, classroom and of storybook characters.	30. Shows basic understanding of people and how they live
Describes self and compares similarities with others (“I have blue eyes, you have brown.” “I have bigger and can pick up my baby sister” etc.).	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
Recognizes and identifies differences in personal characteristics and family makeup (“I have a sister but you don’t”, “Jalen has black hair but mine is blond”, “Jamal doesn’t have a Daddy.”).	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
Demonstrates growing awareness that people of the world differ in language, dress and food, and where they live (“Carlos talks in Spanish”, comment on another child or adult’s skin color, dress, food, disability, etc.).	30. Shows basic understanding of people and how they live
Describes that different people have different responsibilities and jobs in the community (identifies that a fireman puts out fires, a policeman keeps us safe, the doctor gives us shots to make us well, etc.).	30. Shows basic understanding of people and how they live
Identifies self as a member of a group outside of the family (knows what class they are in, knows what group they go with for snack, music or physical exercise, etc.).	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 29. Demonstrates knowledge about self