



Alignment of



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



WITH

**Alignment of the *Pennsylvania Keystone Child Outcomes Framework: Preschool*
With
*Teaching Strategies GOLD® Objectives for Development & Learning: Birth Through Kindergarten***

This document aligns the domains in the *Pennsylvania Keystone Child Outcomes Framework: Preschool* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD®* assessment system.

References

Office of Child Development and Early Learning. (2011). *Pennsylvania keystone child outcomes framework: Preschool*. Harrisburg, PA: Author. Sent via email from Kelly Hoffman, November 07, 2011.

Heroman, C., Burts, D. C., Berke, K., & Bickart, T. S. (2010). *Teaching Strategies GOLD® objectives for development & learning: Birth through kindergarten*. Washington, DC: Teaching Strategies, Inc.

<i>Pennsylvania Keystone Child Outcomes Framework: Preschool</i>	<i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i>
APPROACHES TO LEARNING	
37 months- Kindergarten entry	
15.1 Constructing Knowledge	
Shows interest in a growing range of topics, ideas and tasks.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Participates in both familiar and new experiences.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Shows interest and interacts with others about their work or actions.	2. Establishes and sustains positive relationships 2c. Interactions with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
Asks questions for clarification & to seek meaningful information.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
15.2 Organizing and Understanding Knowledge	
Works towards completing task despite interruptions or classroom disruptions.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
Independently breaks simple tasks into steps & completes them one at a time.	11. Demonstrates positive approaches to learning 11b. Persists 7. emerging to 8. Plans and pursues own goal until it is reached
Tries different ways to complete a task.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
15.3 Applying Knowledge	
Uses materials and objects to represent other objects	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
Produces and explains the purpose for a new creation.	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

<i>Pennsylvania Keystone Child Outcomes Framework: Preschool</i>	<i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i>
Uses music, art or stories to express ideas and feelings.	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
15.4 Learning Through Experience	
Understands how behavior may impact others' response to action.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
Understands who or where to go to for help when needed.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems
Attempts problem solving activities to achieve a positive outcome.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Relates home or outside learned knowledge to school experiences.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
COGNITIVE THINKING AND GENERAL KNOWLEDGE: MATHEMATICAL THINKING	
2.1 Numbers, Number Systems and Relationships	
Represents equivalent forms of the same number through the use of pictures and concrete objects up to 10.	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 concrete objects, drawings, diagrams or models to combine, separate and name groups of 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
Names numerals up to 10.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects

<i>Pennsylvania Keystone Child Outcomes Framework: Preschool</i>	<i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i>
Counts up to 20.	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
Demonstrates one-to-one correspondence when counting up to 10 objects.	20. Uses number concepts and operations 20a. Counts 5. emerging to 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
Compares values of whole numbers up to 10.	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
2.2 Computation and Estimation	
Represents and explains the results of adding sets of objects up to and including six, using math vocabulary.	20. Uses number concepts and operations 20b. Quantifies 5. emerging to 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
Represents and explains the results of subtracting sets of objects up to and including six, using math vocabulary.	20. Uses number concepts and operations 20b. Quantifies 5. emerging to 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
Estimates how many objects are in a set/group up to ten objects and explains the reasonableness of those estimates.	Not Specifically Addressed
2.3 Measurement and Estimation	
Identifies characteristics that are measurable (for example: length, weight, time).	22. Compares and measures 5. emerging to 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Compares and orders objects on the basis of measurable attributes (for example: length, capacity, height and weight.)	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

<i>Pennsylvania Keystone Child Outcomes Framework: Preschool</i>	<i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i>
Order up to three events based on time.	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
2.9 Geometry	
Identifies and names common, two dimensional shapes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)
Replicates shapes.	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
Matches and sorts dimensional shapes, according to attributes.	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
COGNITIVE THINKING AND GENERAL KNOWLEDGE: SCIENTIFIC THINKING	
3.1 Biological Sciences	
Names basic parts of living things.	25. Demonstrates knowledge of the characteristics of living things
Recognizes the similarities and differences between living and non-living things.	25. Demonstrates knowledge of the characteristics of living things
Identifies basic needs of plants and animals.	25. Demonstrates knowledge of the characteristics of living things
Recognizes that plants and animals grow and change.	25. Demonstrates knowledge of the characteristics of living things
Matches offspring to parents.	25. Demonstrates knowledge of the characteristics of living things
3.2 Physical Sciences	
Notices change in matter.	26. Demonstrates knowledge of the physical properties of objects and materials
Sorts and describes objects according to size, shape, color, and texture.	13. Uses classification skills 6. Groups objects by one characteristic; then regroup them using a different characteristic and indicates the reason
Explores and describes the motion of toys and objects.	26. Demonstrates knowledge of the physical properties of objects and materials
3.3; 4.1-4.9 Environment and Ecology	
Identifies how weather affects daily life.	27. Demonstrates knowledge of the Earth's environment
Identifies season that corresponds with observable conditions.	27. Demonstrates knowledge of Earth's environment
Identifies a variety of uses for water.	27. Demonstrates knowledge of Earth's environment

<i>Pennsylvania Keystone Child Outcomes Framework: Preschool</i>	<i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i>
Identifies simple strategies to protect the environment (for example: recycling, reducing use).	27. Demonstrates knowledge of Earth's environment
3.1-4.9 Science as Inquiry	
Participates in simple investigations to answer a question or to test a prediction.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen 24. Uses scientific inquiry skills
Asks questions about objects, organisms, and events.	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
Uses the five senses and simple equipment to gather data.	24. Uses scientific inquiry skills 28. Uses tools and other technology to perform tasks
HEALTH, WELLNESS AND PHYSICAL DEVELOPMENT	
10.1-10.3 Health and Safety Practices	
Identifies fundamental practices for good health (for example: eat well, get rest, exercise, and regular dental and doctor visits).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being 29. Demonstrates knowledge about self
Practice basic hygiene routines with adult reminders.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Identifies and locates body parts.	Not Specifically Addressed
Identifies and follows basic safety rules.	Not Specifically Addressed
Identifies the consequences of unsafe behaviors.	Not Specifically Addressed

<i>Pennsylvania Keystone Child Outcomes Framework: Preschool</i>	<i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i>
10.4 Physical Activity: Gross Motor Coordination	
Demonstrates the coordination of body movements in active play.	4. Demonstrates traveling skills 8. Contributes complex movements in play and games 5. Demonstrates balancing skills 7. emerging to 8. Sustains balance during complex movement experiences 6. Demonstrates gross-motor manipulative skills 7. emerging to 8. Manipulates balls or similar objects with a full range of motion
Combines large motor movements with the use of equipment.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
Moves and stops with control.	4. Demonstrates traveling skills 7. emerging to 8. Contributes complex movements in play and games
Exhibits balance.	5. Demonstrates balancing skills 7. emerging to 8. Sustains balance during complex movement experiences
10.5: Concepts, Principles and Strategies of Movement: Fine Motor	
Coordinates eye and hand movements to perform a task.	7. Demonstrates gross-motor strength and coordination 7a. Uses fingers and hands 7. emerging to 8. Uses small, precise finger and hand movements
Uses hands, fingers and wrists to manipulate objects.	7. Demonstrates gross-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Uses writing and drawing implements with correct grip.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 8. Uses three-point finger grip and efficient hand placement when writing and drawing
LANGUAGE AND LITERACY DEVELOPMENT	
1.1 Learning to Read Independently	
Differentiates letters from numbers.	Not Specifically Addressed
Identifies familiar words in environmental print.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read

<i>Pennsylvania Keystone Child Outcomes Framework: Preschool</i>	<i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i>
Associates some letters with their names and sounds.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name 16b. Uses letter-sound knowledge 4. Produces the correct sound for 10-20 letters
Describes pictures in books using detail and new vocabulary.	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
Answers questions about a particular story (for example: who, what, how, when, and where).	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
Retells a simple story in sequence with picture support.	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories, using pictures or props as prompts
Makes connections between story events & personal experiences.	Not Specifically Addressed
Applies knowledge of letters and sounds to read simple words.	16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 7. emerging to 8. Applies letter-sound correspondence when attempting to read and write 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
1.2 Reading, Analyzing and Interpreting Text	
Practices appropriate book handling skills.	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 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow
Identifies parts of a book (for example: title, author) and parts of a story (for example: beginning, end, details).	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

<i>Pennsylvania Keystone Child Outcomes Framework: Preschool</i>	<i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i>
States at least one important fact from informational text.	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
Differences between real or make believe.	Not Specifically Addressed
1.3 Reading, Analyzing and interpreting Literature	
Recognizes rhyming words.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 6. Decides whether two words rhyme
Uses illustration clues and story sequence to infer and predict what happens next in 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
Identifies literary elements (for example: characters, setting, events) in a story.	18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters
1.4 - 1.5 Types and Quality of Writing	
Represents experiences, thoughts, ideas, or story/text details through illustration.	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
W/prompting and support, generates ideas prior to drawing or writing and follows through with the plan.	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
Dictates or writes to communicate information.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
W/prompting & support, uses age appropriate conventions of language when writing (for example: create letter forms, prints letters in name, uses invented spelling).	19. Demonstrates emergent writing skills 19a. Writes name 6. Accurate name 19b. Writes to convey meaning 5. Early invented spelling

<i>Pennsylvania Keystone Child Outcomes Framework: Preschool</i>	<i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i>
1.6 Speaking and Listening	
Speaks in simple sentences.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly
Speaks clearly enough to be understood by most listeners.	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
Follows two step 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
Shows attention to the conversation (for example: makes a statement, asks a question or answers a question).	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
SOCIAL AND EMOTIONAL DEVELOPMENT	
SIS 1/25.1 Self-Awareness/Self Concept	
Acknowledges socially accepted ways to express emotion.	1. Regulates own emotions and behaviors 1a. Manages feelings 7. emerging to 8. Controls strong emotions in an appropriate manner most of the time
Recognizes and labels basic feelings.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
Demonstrates awareness of self and one's own preferences.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs 29. Demonstrates knowledge about self

<i>Pennsylvania Keystone Child Outcomes Framework: Preschool</i>	<i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i>
SIS 1/25.2 Self- Management/ Self- Regulation	
Identifies situations when help is needed.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems
Asks for and accepts offers of help when needed or appropriate.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults 3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems
States rules and some consequences.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional Reminders
SIS 2/25.3-25.4 Social Awareness and Interpersonal Skills/Pro-Social Relationships	
Describes similarities between self and others.	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
Responds with empathy to others.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
Engages in reciprocal conversation with others (adults and peers).	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests 10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
Identifies one or two solutions to a conflict.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
Uses cooperative behavioral skills in play and other everyday learning experiences.	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

<i>Pennsylvania Keystone Child Outcomes Framework: Preschool</i>	<i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i>
SIS 3 Decision-Making Skills and Responsible Behavior	
Describes the benefits of making appropriate decisions.	12. Remembers and connects experiences 12b. Makes connections 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
Identifies rules and their consequences.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Cooperates in both large and small group activities facilitated by an adult.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 7. emerging to 8. Cooperates and shares ideas and materials in socially acceptable ways