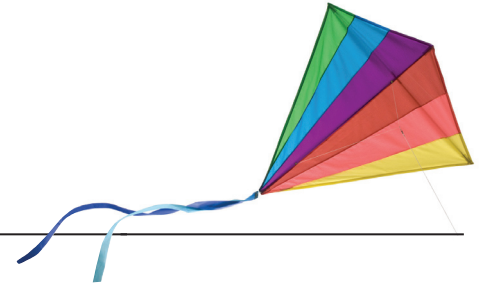




Alignment of



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
The Revised Tennessee Early Learning and Developmental Standards for Four year - olds

This document aligns the content in *The Revised Tennessee Early Learning and Developmental Standards for Four year - olds* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*[®] assessment system.

References

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Social Emotional	
Approaches to Learning	
With eagerness and curiosity actively engage in play as means of exploration & learning	
AL.PK.1. Independently interact with a variety of materials through multiple play activities	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
AL.PK.2. Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination)	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
AL.PK.3. Demonstrate an awareness of connection between prior and new knowledge	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Approach tasks and activities with flexibility and inventiveness	
AL.PK.4. Choose materials/props and use novel ways to represent ideas, characters, and objects in a move toward symbolic play	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
AL.PK.5. Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if)	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
AL.PK.6. Demonstrate a willingness to engage in new experiences and activities	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions
Actively engage in problem solving	
AL.PK.7. Identify a problem and attempt multiple ways to solve it, with or without assistance	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

AL.PK.8. Demonstrate a willingness to collaborate with others to solve a problem	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
Demonstrate Persistence	
AL.PK.9. Maintain focus appropriate to completing task and/or learning activity	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
AL.PK.10. Seek assistance and/or information when needed to complete a task	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
Self Concept	
SE.PK.1. Describe self using several different identifying characteristics and/or unique qualities (abilities, interests, gender, culture, etc.)	29. Demonstrates knowledge about self
SE.PK.2. Develop a basic awareness of self as an individual, self within the context of family and self within the context of community	29. Demonstrates knowledge about self
SE.PK.3. Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Relationship with Adults	
SE.PK.4. Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults)	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
SE.PK.5. Seek and accept guidance from primary caregivers, teachers, and other familiar adults	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests

Relationship with Peers - develop positive relationships with peers	
SE.PK.6. Initiate play and interact positively with another child or 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
SE.PK.7. Develop friendship skills (e.g., help, share, take turns, give compliments, etc.) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play	2. Establishes and sustains positive relationships 2d. Makes friends 5 emerging to 6. Establishes a special friendship with one other child, but the friendship might only last a short while
SE.PK.8. Show empathy and caring for others	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
Regulate own response to needs, feelings, and events	
SE.PK.9. Express feelings, needs, opinions, and desires in a way which is appropriate to the situation	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time
SE.PK.10. Appropriately name types of emotions (e.g., happy, sad, frustrated, etc.) and associate them with different facial expressions, words, and behaviors	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
SE.PK.11. Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait, etc.) with or without adult guidance and support	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations

Understand and follow rules and routines	
SE.PK.12. Demonstrate an understanding of rules through actions and conversations	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
SE.PK.13. Engage easily in routine activities (e.g., large group, small group, center time, etc.)	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
SE.PK.14. Use materials purposefully, safely, and respectfully as set by group rules	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

Common Core Literacy and Language	
Reading Informational Text	
Key Ideas and Detail	
RI.PK.1. With guidance and support, ask and answer questions about informational text	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
RI.PK.2. With guidance and support, recall important facts from informational text	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
RI.PK.3. With guidance and support, relate informational text to personal experience or other text	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
Craft and Structure	
RI.PK.4. Expand vocabulary by participating in discussions or answering questions, about unfamiliar words in 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
RI.PK.5. Identify that the title of the book is found on the front cover	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
RI.PK.6. With guidance and support, identify the role of the author and the 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
RI.PK.7. With guidance and support, use illustrations to describe characters, settings or predict events in the 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

Integration of Knowledge and Ideas	
RI.PK.8. (Begins in Kindergarten)	
RI.PK.9. With guidance and support, identify the similarities and differences between books on the same topic	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
Range of Reading and Text Complexity	
RI.PK.10. Actively listen and participate in small and large group activities when informational text is read aloud or discussed	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
Reading Literature Standards	
Key Ideas and Detail	
RL.PK.1. With guidance and support, ask, and answer questions about text read aloud	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 3 emerging to 4. Asks and answers questions about the text; refers to pictures
RL.PK.2. With guidance and support, recall important facts to retell a story in sequence	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
RL.PK.3. With guidance and support, identify major characters, settings, and events from a story or nursery rhyme	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
Craft and Structure	
RL.PK.4. Expand vocabulary by asking and answering questions about unfamiliar words in a story or nursery rhyme read aloud	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
RL.PK.5. With guidance and support, identify common text as a story book, nursery rhyme, or poem	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 7 emerging to 8. Uses various types of books for their intended purposes

RL.PK.6. With guidance and support identify the role of the author and the illustrator	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 5 emerging to 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
Integration of Knowledge and Ideas	
RL.PK.7. With guidance and support, use illustrations to describe characters, settings, or predict events in the 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
RL.PK.8. (not applicable in literature)	
RL.PK.9. With guidance and support, relate the story to previous stories or one's life experiences	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
Range of Reading and Text Complexity	
RL.PK.10. Actively listen and participate in small and large group activities when literature is read aloud or discussed	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
Reading Foundational Skills	
Print Concepts	
RF.PK.1. Demonstrate understanding of basic features of print	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow
RF.PK.1a. Handle books respectfully and appropriately, right-side-up and turning pages one at a time, front to back	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow
RF.PK.1b. Recognize spoken words can be written 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

<p>RF.PK.1c. With guidance and support, understand that words are made up of alphabet letters which have individual names and are written in a specific sequence</p>	<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 5 emerging to 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
<p>RF.PK.1d. Recognize frequently occurring uppercase letters and some of the most frequently occurring lowercase letters</p>	<p>16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 6. Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order</p>
<p>Phonological Awareness</p>	
<p>RF.PK.2. Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes)</p>	<p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words 19. Uses language to express thoughts and needs 19c. Uses conventional grammar 5 emerging to 6. Uses complete, four – to – six word sentences</p>
<p>RF.PK.2a. Recognize rhyming words in spoken language</p>	<p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 8. Generates a group of rhyming words when given a word</p>
<p>RF.PK.2b. With guidance and support, count and name the number of individual words in a spoken sentence</p>	<p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 1 emerging to 2. Hears and shows awareness of separate words in sentences</p>
<p>RF.PK.2c. With guidance and support, count, pronounce, blend, and segment syllables in spoken words</p>	<p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 5 emerging to 6. Verbally separates and blends onset and rime</p>
<p>RF.PK.2d. (Begin in Kindergarten or when individual child is ready)</p>	
<p>RF.PK.2e. With guidance and support, identify whether or not two words begin with the same sound</p>	<p>15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 7 emerging to 8. Isolates and identifies the beginning sound of a word</p>

Phonics and Word Recognition	
RF.PK.3. Demonstrate word awareness by identifying familiar words in books and environment	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows understanding that text is meaningful and can be read
RF.PK.3a. Demonstrate developing basic knowledge of letter-sound correspondence association by beginning to match the name and initial sound of some consonant letters such as in own name, classmates' names, or common words	16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 3 emerging to 4. Produces the correct sounds for 10–20 letters
RF.PK.3b. (Begin in Kindergarten or when individual child is ready)	
RF.PK.3c. Recognize own name in print and some other common symbols and words in the environment (e.g., classmates' names, STOP, GO, etc.)	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 6. Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
RF.PK.3d. With guidance and support, distinguish between words with the same and different first letter sounds	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
Fluency	
RF.PK.4. Demonstrate an awareness of story events and overall theme in picture books, by using illustrations (observing and discussing) to support "reading" the words in the text	18. Comprehends and responds to books and other texts 18c. Retells stories 8. Retells stories with many details about characters, events, and storylines

Writing Standards	
Text Types and Purposes	
<p>W.PK.1. With guidance and support, use a combination of drawing, dictating, and emergent writing to express a preference or opinion about a specific topic or text</p>	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5 emerging to 6. Late invented spelling</p>
<p>W.PK.2. With guidance and support, use a combination of dictating and drawing to explain information about a familiar topic</p>	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5 emerging to 6. Late invented spelling</p>
<p>W.PK.3. With guidance and support, use a combination of drawing and dictating emergent writing to tell a real or imagined story</p>	<p>9. Uses language to express thoughts and needs 9d. Tells about another time or place 7 emerging to 8. Tells elaborate stories that refer to other times and places</p> <p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5 emerging to 6. Late invented spelling</p>

Production and Distribution of Writing	
W.PK.5. (Begin in Kindergarten or when individual child is ready)	
W.PK.6. With guidance and support from adults, explore a variety of digital tools (e.g., computers, smart board and tables, iPads, phones, etc.), to convert oral messages and ideas into words and/or pictures	28. Uses tools and other technology to perform tasks
Research to Build and Present Knowledge	
W.PK.7. With guidance and support, participate in shared research and emergent writing projects (e.g., explore a number of books by a favorite author and express opinions about them)	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 7 emerging to 8. Uses a variety of resources to find answers to questions
W.PK.8. With guidance and support from adults, recall information from experiences or gather information from provided sources (e.g., books, internet, classroom guests), to answer a question	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
W.PK.9. (Begin in grade 4)	
W.PK.10. (Begin in grade 3)	

Speaking and Listening Standards	
Comprehension and Collaboration	
SL.PK.1. Participate in collaborative conversations with diverse partners during daily routines and play	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 8. Uses acceptable language and social rules during communication with others
SL.PK.1a. Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer)	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 8. Uses acceptable language and social rules during communication with others
SL.PK.1b. Engage in a conversation, striving for five exchanges	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 8. Engages in complex, lengthy conversations (five or more exchanges)
SL.PK.2. Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests)	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
SL.PK.3. Ask and answer questions in order to seek help, get information, or clarify something which is not understood	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
Presentation of Knowledge & Ideas	
SL.PK.4. Participate in conversations to tell or talk about familiar people, places, things and events and, with prompting and support add additional details	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations 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>SL.PK.5. Create representations of experiences or stories (e.g., drawings, dramatic play, construction with blocks, clay or other materials, etc.) and explain them to others</p>	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols</p>
<p>SL.PK.6. Speak clearly and audibly to express thoughts, feelings, and ideas.</p>	<p>9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words</p>
<p>SL.PK.6a. EL students use home language as well as English language through prompting and support</p>	<p>9. Uses language to express thoughts and needs 9b. Speaks clearly 8. Pronounces multisyllabic or unusual words correctly 38. Demonstrates progress in speaking English 4. Uses a few socially interactive terms in English; uses one or two words in English to represent a whole idea</p>

Language Standards	
Conventions of Standard English	
L.PK.1. Through adult modeling, guidance and support, use complete sentences to express a thought or idea	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six- word sentences
L.PK.1a. Print some upper and lowercase letters (letters may not be of conventional size or shape)	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5 emerging to 6. Late invented spelling
L.PK.1b. Use frequently occurring nouns and verbs	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
L.PK.1c. With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes)	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
L.PK.1d. With guidance and support, understand and use question words (e.g., who, what, where, when, why, how)	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations
L.PK.1e. Understand and appropriately use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)	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
L.PK.1f. Participate in shared language activities and use increasingly complex and varied spoken vocabulary	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
L.PK.2. Inconsistently uses conventions of standard English capitalization, punctuation and spelling when writing	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
L.PK.2a (Begin in Kindergarten)	
L.PK.2b (Begin in Kindergarten)	

L.PK.2c. Show awareness of conventional letter-sound relationships through use of invented spelling and describing what was written	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
L.PK.2d. With prompting and support, use invented spelling when writing	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4 emerging to 5. Early invented spelling
L.PK.3. (Begin in grade 2)	
Vocabulary Acquisition and Use	
L.PK.4. With guidance and support, ask or answer questions about the meaning of new words and phrases introduced through books, activities, and play	8. Listens to and understands increasingly complex language 8.a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories 18. Comprehends and responds to books and other texts 18a. Interacts during read-aloud and book conversations 4. Asks and answers questions about the text; refers to pictures
L.PK.4a. With guidance and support, recognize and use words appropriately which are similar in meaning (e.g., happy/glad, angry/mad)	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations
L.PK.5. With guidance and support, participate in discussions to determine the meaning of unfamiliar words found in text or used in conversations	8. Listens to and understands increasingly complex language 8.a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories 18. Comprehends and responds to books and other texts 18a. Interacts during read-aloud and book conversations 4. Asks and answers questions about the text; refers to pictures
L.PK.5a. Sort familiar objects into categories and identify the "common" factor of the group (e.g. Identify reason {common factor} for grouping objects; categorize animals by those who fly or walk; group cars by color or number of doors, etc)	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason

<p>L.PK.5b. Demonstrate understanding of the most frequently occurring adjectives and opposites (e.g., more/less, empty/full, happy/sad, stressed/relaxed)</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories</p>
<p>L.PK.5c. Apply words learned in classroom activities to real-life examples (e.g., name places in school which are fun, quiet, or noisy)</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories</p> <p>12. Remembers and connects experiences 12b. Makes connections 7 emerging to 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>
<p>L.PK.5d. With guidance and support, show understanding of similar words by demonstrating the meaning of the words or using the words in conversations (e.g. talk, chat, whisper; car, vehicle)</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations</p>
<p>L.PK.6. Use words and phrases acquired through conversations, listening to books read aloud, and play</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations</p>

Mathematics	
Counting and Cardinality	
Know number names and counting sequence	
PK.CC.1. Listen to and say the names of numbers in many contexts	20. Uses number concepts and operations 20c. Connects numerals with their quantities 2. Recognizes and names a few numerals
PK.CC.2. Count forward in sequence from 1 - 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
PK.CC.3. Understand the relationships between numerals and quantities 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
Count to tell the number of objects	
PK.CC.4. Understand the relationship between numbers and quantities with concrete objects up to 10	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
PK.CC.4a. Use one-to-one correspondence to accurately count up to 7 objects in a scattered configuration	20. Uses number concepts and operations 20a. Counts 3 emerging to 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
PK.CC.4.b. (Begin in Kindergarten or when individual child is ready)	
PK.CC.4.c. (Begin in Kindergarten or when individual child is ready)	
PK.CC.5. With guidance and support, count to answer "how many?" questions about as many as 10 things arranged in a line or as many as 7 things in a scattered configuration	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

Compare numbers	
PK.CC.6. Use comparative language, such as more/less than, equal to, to compare and describe collections 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
PK.CC.7. With guidance and support count and group objects by number to ten	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
Operations and Algebraic Thinking	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking away.	
PK.OA.1. Use concrete objects to model real-world addition (putting together) and subtraction (taking away) problems up through five	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
PK.O.A.2. (Begin in Kindergarten or when individual child is ready)	
PK.O.A.3. (Begin in Kindergarten or when individual child is ready)	
PK.O.A.4. (Begin in Kindergarten or when individual child is ready)	
PK.O.A.5. (Begin in Kindergarten or when individual child is ready)	
Number and Operations in Base Ten	
(Begins in Kindergarten)	
Measurement and Data	
Describe and compare measureable attributes	
PK.MD.1. Recognize the attributes of length, area, weight, and capacity of everyday objects using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, wide, narrow)	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>PK.MD.2. Use non-standard and standard techniques and tools to measure and compare the attributes of two or more concrete objects and use words to define attributes of the objects as same/different, more/less, heavy/light</p>	<p>22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth</p>
Classify object and count the number of objects in each category	
<p>PK.MD.3. Sort, categorize, and classify objects by more than one attribute</p>	<p>13. Uses classification skills 8. Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons</p>
Geometry	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	
<p>PK.G.1. Identify relative positions of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart)</p>	<p>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</p>
<p>PK.G.2. Identify several basic shapes</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)</p>
<p>PK.G.3. With guidance and support, explore two- and three- dimensional shapes</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 5 emerging to 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>

Analyze, compare, create, and compose shapes	
PK.G.4. With guidance and support, compare and contrast two- and three-dimensional shapes of different sizes describing the way they are the same or different	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 5 emerging to 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
PK.G.5. Identify shapes in the real world environment	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
PK.G.6. With guidance and support, create and name new shapes formed when putting two shapes together (i.e. two squares together make a rectangle)	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
Science	
Scientific Thinking	
Ask questions & make predictions based on observations through active engagement with materials	
S.PK.1. Use senses to gather, explore, and interpret information	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
S.PK.2. Make predictions based on background knowledge, previous scientific exploration, and observations of objects and events in the world	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation 24. Uses scientific inquiry skills
S.PK.3. Record and organize data using graphs, charts, science journals, etc to communicate conclusions regarding experiments and explorations	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols 24. Uses scientific inquiry skills

Earth & Space	
Observe and describe characteristics of earth and space	
S.PK.4. Investigate and identify a variety of earth materials by their observable properties (e.g., soil, rocks, minerals, etc.)	27. Demonstrates knowledge of Earth's environment
S.PK.5. Demonstrate awareness that physical properties can change over time and under different conditions	26. Demonstrates knowledge of the physical properties of objects and materials
S.PK.6. Make simple observations of the characteristics and movements of the sun, moon, stars, and clouds and the impact it has on the weather and the seasons	27. Demonstrates knowledge of Earth's environment
Living Things	
Observe and describe characteristics of living things	
S.PK.7. Describe and identify the similarities, categories, and different structures of familiar plants and animals (Plants have roots, stems, leaves; animals have eyes, mouths, ears, etc.)	25. Demonstrates knowledge of the characteristics of living things
S.PK.8. Observe, describe, and compare the habitats of plants and animals	25. Demonstrates knowledge of the characteristics of living things
Physical Properties	
Acquire knowledge about the physical properties of the world	
S.PK.9. Describe, compare, and categorize objects based on their observable properties	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason 26. Demonstrates knowledge of the physical properties of objects and materials
S.PK.10. Investigate common interactions between matter and energy (e.g., butter melting in cooking activities, peanuts becoming peanut butter)	26. Demonstrates knowledge of the physical properties of objects and materials
S.PK.11. Describe and compare the effects of common forces (pushing and pulling) on objects, (i.e. gravity, magnetism, and mechanical forces)	26. Demonstrates knowledge of the physical properties of objects and materials
Tools & Technology	
S.PK.12. Use simple tools for investigation of the home, classroom and other familiar places	28. Uses tools and other technology to perform tasks

Social Studies	
History	
SS.PK.1. Develop an understanding of how people and things change over time	31. Explores change related to familiar people or places
SS.PK.2. Demonstrate awareness of different cultures through exploration of customs and traditions, past and present	30. Shows basic understanding of people and how they live 31. Explores change related to familiar people or places
SS.PK.3. Demonstrate an interest in current events which relate to family, culture, and community	30. Shows basic understanding of people and how they live
Civics, Citizenship, and Government	
SS.PK.4. Recognize that all children and adults have roles, rights, and responsibilities at home, school, in the classroom and in the community	30. Shows basic understanding of people and how they live
SS.PK.5. Participate in the community or group life of the class (e.g., making and following rules, doing classroom jobs, expressing concern for others, participating in decision making processes)	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders 30. Shows basic understanding of people and how they live
Economics	
SS.PK.6. Demonstrate an understanding that money is needed in exchange for some goods and services	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 30. Shows basic understanding of people and how they live
SS.PK.7. Recognize that goods and services may be purchased using different forms of payment (e.g., coins, paper money, checks, electronic payments, credit cards)	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 30. Shows basic understanding of people and how they live

Career Development	
SS.PK.8. Develop awareness about a wide variety of careers and work environments	30. Shows basic understanding of people and how they live
Creative Arts	
Visual Arts	
Express self and represent what he/she knows, thinks, believes, and feels through visual arts	
CA.PK.1. Experiment with a variety of mediums and art materials for tactile experience and exploration	33. Explores the visual arts
CA.PK.2. Create artistic works with intent and purpose using varying tools, texture, color, and technique	33. Explores the visual arts
CA.PK.3. Respond and react to visual arts created by self and others	33. Explores the visual arts
Music	
Express self by engaging in musical activities	
CA.PK.4. Engage in music activities having different moods, tempos, and rhythms by listening, singing or performing	34. Explores musical concepts and expression
CA.PK.5. Create sounds using voice, traditional instruments and/or non-traditional instruments	34. Explores musical concepts and expression
Creative Movement & Dance	
CA.PK.6. Express feelings of what is felt and heard through dance or creative movement	35. Explores dance and movement concepts
CA.PK.7. Move in spontaneous and imaginative ways to music, songs, rhythm and silence (e.g., sway, twist, use of 'props', etc.)	35. Explores dance and movement concepts
Theatre / Dramatic Play	
CA.PK.8. Participate in a variety of dramatic play activities (teacher guided or child initiated) to represent fantasy and real life experiences	36. Explores drama through actions and language
CA.PK.9. Respond and react to theatre and drama presentations	36. Explores drama through actions and language

Cultural Differences	
CA.PK.10. Participate in artistic activities (music and dance) representing different cultures	34. Explores musical concepts and expression 35. Explores dance and movement concepts
Physical Development	
Sensorimotor	
Use senses to assist & guide learning; using sensory information to plan & carry out movements	
PD.PK.1. Compare/contrast and describe different sights, smells, sounds, tastes, and textures found in the environment	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
PD.PK.2. Demonstrate awareness of spatial boundaries and the ability to work and move within them	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
Gross Motor	
Demonstrate coordination and control of large muscles	
PD.PK.3. Develop body strength, balance, flexibility, and stamina to move self through space in a variety of ways (e.g., running, jumping, skipping)	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
PD.PK.4. Explore a variety of equipment and activities which enhance gross motor development and coordinate movements with upper and/or lower body (e.g., balls, slides, locomotive toys, and assistive technology)	6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion
Fine Motor	
Demonstrate eye-hand coordination and dexterity needed to manipulate objects	
PD.PK.5. Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, and a variety of technological tools)	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
PD.PK.6. Explore and engage in activities which enhance hand-eye coordination (e.g., building with blocks, creating with clay, putting puzzles together, and using other manipulatives)	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements

Physical Health & Well-Being	
PD.PK.7. Demonstrate personal care and hygiene skills	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
PD.PK.8. Demonstrate awareness and understanding of healthy habits (e.g., sufficient rest, nutritious foods, exercise)	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
PD.PK.9. Demonstrate awareness and understanding of safety rules	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being