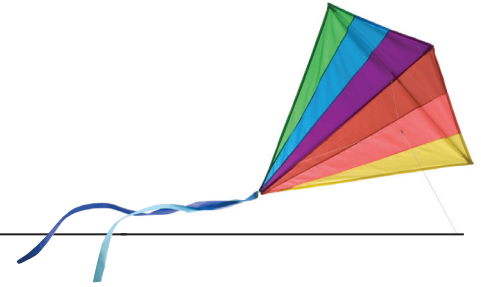




Alignment of



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

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WITH

**Alignment of the *Colorado Academic Standards (Preschool)*  
With  
*Teaching Strategies GOLD® Objectives for Development & Learning: Birth Through Kindergarten***

This document aligns the content areas, standards, grade level expectations, and evidence outcomes for preschool in the *Colorado Academic Standards* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD®* assessment system.

The following objectives and dimensions of *Teaching Strategies GOLD®* are not addressed in the *Colorado Academic Standards (Preschool)*

- 9b. Speaks clearly
- 10a. Engages in conversations
- 10b. Uses social rules of language
- 18c. Retells stories
- 28. Uses tools and other technology to perform tasks

This alignment does not include the Colorado World Languages standards.

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Colorado Academic Standards (Preschool)	Teaching Strategies GOLD® Objectives, Dimensions, and Indicators
<b>Content Area: Dance</b>	
<b>Standard: 1. Movement, Technique, and Performance</b>	
<b>Concepts and skills students master:</b>	
<b>1. Demonstrate simple phrases of movement in time and space</b>	
<b>Evidence Outcomes</b>	
a. Practice how to move with action movements to action words (movement vocabulary) using simple non-locomotor body actions such as bend, stretch, twist, turn, shake, and stretch, and simple locomotor body actions such as travel, jump, run, hop, and roll	35. Explores dance and movement concepts
b. Explore movement in personal and general space using shape, size, level, direction, stillness, and transference of weight (stepping)	35. Explores dance and movement concepts
c. Explore how to move using qualities of movement	35. Explores dance and movement concepts
d. Perform simple phrases of movement to experience movements in sequence, rhythm, and relationships	35. Explores dance and movement concepts
<b>Standard: 2. Create, Compose and Choreograph</b>	
<b>Concepts and skills students master:</b>	
<b>1. Translate simple ideas and stories into movement</b>	
<b>Evidence Outcomes</b>	
a. Explore with movement that expresses different feelings in personal and general space	35. Explores dance and movement concepts
b. Experience different shapes, sizes, levels, and directions to make simple patterns of movements in space and time	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns
c. Select some movements out of many, and create a simple movement phrase to encourage self-expression	35. Explores dance and movement concepts
d. Use sensory stimuli and real-life situations as an impetus for moving and creating original work	35. Explores dance and movement concepts
<b>Standard: 3. Historical and Cultural Context</b>	
<b>Concepts and skills students master:</b>	
<b>1. Recognize dances from around the world</b>	
<b>Evidence Outcomes</b>	
a. View dances from around the world, and explore the country of origin	32. Demonstrates simple geographic knowledge 35. Explores dance and movement concepts
b. Explore dance as a way for people to express themselves	35. Explores dance and movement concepts
c. Demonstrate how people in different cultures move in similar and different ways	30. Shows basic understanding of people and how they live 35. Explores dance and movement concepts
d. Explore occasions for dance across different cultures	30. Shows basic understanding of people and how they live 35. Explores dance and movement concepts

Colorado Academic Standards (Preschool)	Teaching Strategies GOLD® Objectives, Dimensions, and Indicators
e. Explore shapes, levels, and patterns in a dance, and describe the actions	35. Explores dance and movement concepts
<b>Standard: 4. Reflect, Connect, and Respond</b>	
<b>Concepts and skills students master:</b>	
<b>1. Observe and identify different dance genres</b>	
<b>Evidence Outcomes</b>	
a. Experience the joy of seeing and responding to dance	35. Explores dance and movement concept
b. Demonstrate movement to express emotion	35. Explores dance and movement concepts
c. Describe what is seen and felt in a movement by speaking or drawing a picture	35. Explores dance and movement concepts
<b>Concepts and skills students master:</b>	
<b>2. Attentively observe a dance performance</b>	
a. View a performance with attention	35. Explores dance and movement concepts
b. Clap to show joy and appreciation of a dance	35. Explores dance and movement concepts
c. Draw on paper the movement seen in the space of a particular dance work	35. Explores dance and movement concepts
<b>Content Area: Drama and Theatre Arts</b>	
<b>Standard: 1. Create</b>	
<b>Concepts and Skills Students master:</b>	
<b>1. Demonstrate emotions and feelings in dramatic play</b>	
<b>Evidence Outcomes</b>	
a. Identify how people show emotions and feelings	36. Explores drama through actions and language
b. Use facial expressions and movement to demonstrate emotions and feelings	36. Explores drama through actions and language
<b>Standard: 2. Perform</b>	
<b>Concepts and skills students master:</b>	
<b>1. Use dramatic play to imitate characters</b>	
<b>Evidence Outcomes</b>	
a. Use body and movement to depict various pretend characters	36. Explores drama through actions and language
b. Use body and voice to depict various everyday characters	36. Explores drama through actions and language
c. Initiate sustained dramatic play	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

<b>Standard: 3. Critically Respond</b>	
<b>Concepts and skills students master:</b>	
<b>1. Respond to stories and plays</b>	
<b>Evidence Outcomes</b>	
a. Provide an initial response when exposed to a new performance, puppet show, or dramatization	36. Explores drama through actions and language
b. Demonstrate an eagerness and interest in performances or dramatizations through asking questions	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
<b>Content Area: Comprehensive Health and Physical Education</b>	
<b>Physical Education</b>	
<b>Standard: 1. Movement Competence and Understanding in Physical Education</b>	
<b>Concepts and skills students master:</b>	
<b>1. Travel in a variety of directions using basic locomotor skills, and demonstrate understanding of personal and general space</b>	
<b>Evidence Outcomes</b>	
a. Move safely in a large group without bumping into others or falling while using locomotor skills	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
b. Travel forward and sideways while changing directions quickly in response to a signal	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
c. Jump over a stationary rope several times in succession using forward-and-back and side-to-side movement patterns	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
d. Move with even and uneven rhythms	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
e. Perform movements to the rhythm of music	35. Explores dance and movement concepts
<b>Concepts and skills student master:</b>	
<b>2. Demonstrate balance</b>	
<b>Evidence Outcomes</b>	
a. Explore balancing on different body parts at different levels, becoming “like” a statue while making symmetrical and nonsymmetrical shapes	5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences

b. Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of by using the body and an object	<p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion</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>
<b>Standard: 2. Physical and Personal Wellness in Physical Education</b>	
<b>Concepts and skills students master:</b>	
<b>1. Recognize the positive feelings experienced during and after physical activity</b>	
<b>Evidence Outcomes</b>	
a. Participate in activities that increase the heart	29. Demonstrates knowledge about self
b. Participate in activities that require stretching the muscles	29. Demonstrates knowledge about self
c. Begin to understand how daily activity and healthy behavior promote overall personal health and safety	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>
<b>Standard: 3. Emotional and Social Wellness in Physical Education</b>	
<b>Concepts and skills students master:</b>	
<b>THERE ARE NO EXPECTATIONS AT THIS GRADE LEVEL IN THIS STANDARD</b>	
<b>Standard: 4. Prevention and Risk Management in Physical Education</b>	
<b>Concepts and skills students master:</b>	
<b>1. Apply safe practices, rules, and procedures</b>	
<b>Evidence Outcomes</b>	
a. Demonstrate safety awareness when purposefully using materials	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p>
b. Participate in activity without colliding into other students	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p>

c. Identify proper footwear for physical education	29. Demonstrates knowledge about self
<b>Comprehensive Health</b>	
<b>Standard: 2. Physical and Personal Wellness in Health</b>	
<b>Concepts and skills students master:</b>	
<b>1. Develop self-management skills and personal hygiene skills to promote healthy habits</b>	
<b>Evidence Outcomes</b>	
a. Develop an awareness of healthy habits such as using clean tissues, washing hands, handling food hygenically, brushing teeth, and dressing appropriately for the weather	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5. emerging to 6. Demonstrates confidence in meeting own needs
<b>Standard: 3. Emotional and Social Wellness in Health</b>	
<b>Concepts and skills students master:</b>	
THERE ARE NO EXPECTATIONS AT THIS GRADE LEVEL IN THIS STANDARD.	
<b>Standard: 4. Prevention and Risk Management in Health</b>	
<b>Concepts and skills students master:</b>	
<b>1. Identify ways to be safe while at play</b>	
<b>Evidence Outcomes</b>	
a. State how to be a safe pedestrian	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
b. Identify ways to reduce injuries on the playground	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
<b>Content Area: Mathematics</b>	
<b>Standard: 1. Number Sense, Properties, and Operations</b>	
<b>Concepts and skills students master:</b>	
<b>1. Quantities can be represented and counted</b>	
<b>Evidence Outcomes</b>	
a. Count and represent objects including coins to 10 (Personal Finance Literacy) (PFL)	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 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
b. Match a quantity with a numeral	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

<b>Standard: 2. Patterns, Functions, and Algebraic Structures</b>	
<b>Concepts and skills students master: -----</b>	
<b>Evidence Outcomes:</b> Expectations for this standard are integrated into the other standards at preschool through third grade.	
<b>Standard: 3. Data Analysis, Statistics, and Probability</b>	
<b>Concepts and skills students master: -----</b>	
<b>Evidence Outcomes</b> Expectations for this standard are integrated into the other standards at preschool through kindergarten.	
<b>Standard: 4. Shape, Dimension, and Geometric Relationships</b>	
<b>Concepts and skills students master:</b> <b>1. Shapes can be observed in the world and described in relation to one another</b>	
<b>Evidence Outcomes</b>	
a. Match, sort, group and name basic shapes found in the natural 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
b. Sort similar groups of objects into simple categories based on attributes	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
c. Use words to describe attributes of objects	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
d. Follow directions to arrange, order, or position objects	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
<b>Concepts and skills students master:</b> <b>2. Measurement is used to compare objects</b>	
<b>Evidence Outcomes</b>	
a. Describe the order of common events	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers



b. Group objects according to their size using standard and non-standard forms (height, weight, length, or color brightness) of measurement	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
c. Sort coins by physical attributes such as color or size (PFL)	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
<b>Content Area: Music</b>	
<b>Standard: 1. Expression of Music</b>	
<b>Concepts and skills students master:</b>	
<b>1. Perform expressively</b>	
<b>Evidence Outcomes</b>	
a. Use voices expressively when speaking, chanting, and singing	34. Explores musical concepts and expression
b. Sing a variety of simple songs and singing games	34. Explores musical concepts and expression
c. Demonstrate fundamental performance skills such as correct posture and behavior	34. Explores musical concepts and expression
<b>Concepts and skills students master:</b>	
<b>2. Respond to rhythmic patterns and elements of music using expressive movement</b>	
<b>Evidence Outcomes</b>	
a. Move to music of various tempos, meters, dynamics, modes, genres, and styles	34. Explores musical concepts and expression
b. Move or use body percussion to demonstrate awareness of beat and tempo	35. Explores dance and movement concepts
c. Match movement to rhythmic patterns	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
<b>Standard: 2. Creation of Music</b>	
<b>Concepts and skills student master:</b>	
<b>1. Improvise movement and sound responses to music</b>	
<b>Evidence Outcomes</b>	
a. Improvise sound effects to accompany play activities	34. Explores musical concepts and expression
b. Use improvised movement to demonstrate musical awareness	34. Explores musical concepts and expression
<b>Standard: 3. Theory of Music</b>	
<b>Concepts and skills students master:</b>	
<b>1. Describe and respond to musical elements</b>	
<b>Evidence Outcomes</b>	
a. Use an individual vocabulary to describe music	34. Explores musical concepts and expression
b. Use body movement to respond to dynamics and tempo	34. Explores musical concepts and expression

<b>Concepts and skills students master:</b> <b>2. Recognition of a wide variety of sounds and sound sources</b>	
<b>Evidence Outcomes</b>	
a. Use personal vocabulary to describe sources of sound	34. Explores musical concepts and expression
b. Use invented symbols to represent musical sounds and ideas	34. Explores musical concepts and expression
<b>Standard: 4. Aesthetic Valuation of Music</b>	
<b>Concepts and skills students master:</b> <b>1. Demonstrate respect for music contributions</b>	
<b>Evidence Outcomes</b>	
a. Describe appropriate listening during a musical selection, live or recorded	34. Explores musical concepts and expression
<b>Concepts and skills students master:</b> <b>2. Express feeling responses to music</b>	
<b>Evidence Outcomes</b>	
a. Create movements in response to music	35. Explores dance and movement concepts
b. Participate freely in music activities	34. Explores musical concepts and expression
c. Talk about expressing feeling in music	34. Explores musical concepts and expression
<b>Concepts and skills students master:</b> <b>3. Recognition of music in daily life</b>	
<b>Evidence Outcomes</b>	
a. Use examples such as music from cartoons, computer games, community, and home events	34. Explores musical concepts and expression
b. Use a personal vocabulary to describe music from diverse cultures	34. Explores musical concepts and expression
<b>Content Area: Reading, Writing, and Communicating</b>	
<b>Standard: 1. Oral Expression and Listening</b>	
<b>Concepts and skills students master:</b> <b>1. Conceptual understanding conveyed through vocabulary words can occur using a variety of modalities</b>	
<b>Evidence Outcomes</b>	
a. Identify and sort common objects, events, pictures, words, colors, shapes, and textures into various classifications	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape

b. Begin to identify and use special concepts (first/last, over/under, etc.)	<p>21. Explores and describes spatial relationships and shapes</p> <p>21a. Understands spatial relationships</p> <p>6. Uses and responds appropriately to positional words indicating location, direction, and distance</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>
c. Demonstrate use of vocabulary in oral language to express ideas and events	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>6. Describes and tells the use of many familiar items</p> <p>9d. Tells about another time or place</p> <p>6. Tells stories about other times and places that have a logical order and that include major</p>
d. Begin to understand that everyday words such as "cold" relate to extended vocabulary words such as "chilly"	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>6. Describes and tells the use of many familiar items</p>
<b>Concepts and skills students master:</b>	
<b>2. Listening and comprehension skills are required to be clearly understood</b>	
<b>Evidence Outcomes</b>	
a. Use language to express ideas in complete sentences (with support of sentence stems as needed)	<p>9. Uses language to express thoughts and needs</p> <p>9c. Uses conventional grammar</p> <p>6. Uses complete, four- to six-word sentences</p>
b. Recite songs, poems, and stories with repeated rhyme	<p>15. Demonstrates phonological awareness</p> <p>15a. Notices and discriminates rhyme</p> <p>4. Fills in the missing rhyming word; generates rhyming words spontaneously</p>
c. Listen with comprehension, and follow two-step directions	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>8b. Follows directions</p> <p>6. Follows directions of two or more steps that relate to familiar objects and experiences</p>
d. Remember spoken information for a short period of time	<p>12. Remembers and connects experiences</p> <p>12a. Recognizes and recalls</p> <p>6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p>

<b>Concepts and skills students master:</b> <b>3. Early knowledge of phonemic awareness is the building block of understanding language</b>	
<b>Evidence Outcomes</b>	
a. Recognize patterns of sounds in songs, storytelling, and poetry	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously 15b. Notices and discriminates alliteration 4. Shows awareness that some words begin the same way
b. Understand that words are made up of one or more syllables	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words
c. Recognize rhyming words and alliterations	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 6. Decides whether two words rhyme 15b. Notices and discriminates alliteration 4. Shows awareness that some words begin the same way
d. Demonstrate understanding of initial sounds in words (such as mop begins with the /m/ sound)	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 2. Identifies the sounds of a few letters
<b>Standard: 2. Reading for All Purposes</b>	
<b>Concepts and skills students master:</b> <b>1. Print conveys meaning</b>	
<b>Evidence Outcomes</b>	
a. Hold books in upright position, turn pages sequentially, recognize correct orientation (top to bottom, left to right)	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
b. Recognize print in the environment	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
c. Recognize that printed material conveys meaning and connects to the reader’s world	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
d. Use and interpret illustrations to gain meaning	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

e. Make predictions based on illustrations or portions of story or text	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
f. Generate a picture or written response to a read-aloud that identifies the who or what of the story or text	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
<b>Concepts and skills students master:</b> <b>2. Symbol, object, and letter recognition is a fundamental of reading and requires accuracy, and speed</b>	
<b>Evidence Outcomes</b>	
a. Recognize own name in print	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
b. Recognize the names of a minimum of 10 letters of the alphabet, specifically letters in own name	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
c. Begin to name familiar objects, colors, letters, and numbers rapidly and in random order	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
<b>Standard: 3. Writing and Composition</b>	
<b>Concepts and skills students master:</b> <b>1. Pictures express ideas</b>	
<b>Evidence Outcomes</b>	
a. Draw pictures to generate, represent, and express ideas or share information	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
b. Orally describe or tell about a picture	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
c. Use shapes, letter-like symbols, and letters to represent words or ideas	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms

d. Dictate ideas to an adult	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
<b>Concepts and skills students master:</b> <b>2. Letters are formed with accuracy</b>	
<b>Evidence outcomes</b>	
a. Begin to develop proper pencil grip when drawing or writing	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
b. Write and recognize letters in own name	19. Demonstrates emergent writing skills 19a. Writes name 6. Accurate name
<b>Standard: 4. Research and Reasoning</b>	
<b>Concepts and skills students master:</b> <b>1. Relevant information is different from non-relevant information</b>	
<b>Evidence Outcomes</b>	
a. Understand the difference between a question and a statement	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
b. Begin to identify key features of reality versus fantasy in stories, pictures, and events	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
c. Identify information that is relevant	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
<b>Concepts and skills students master:</b> <b>2. Problems can be identified and possible solutions can be created</b>	
<b>Evidence Outcomes</b>	
a. Generate questions and investigate answers about topics of interest	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas

b. Gather relevant information and apply it to their problem-solving process or current event	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
c. Seek and generate alternative approaches to solving problems	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
<b>Content Area: Science</b>	
<b>Standard: 1. Physical Science</b>	
<b>Concepts and skills students master:</b>	
<b>1. Objects have properties and characteristics</b>	
<b>Evidence Outcomes</b>	
a. Use senses to gather information about objects	24. Uses scientific inquiry skills
b. Make simple observations, predictions, explanations, and generalizations based on real-life experiences	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
c. Collect, describe, and record information through discussion, drawings, and charts	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
<b>Concepts and skills students master:</b>	
<b>2. There are cause-and-effect relationships in everyday experiences</b>	
<b>Evidence Outcomes</b>	
a. Recognize and investigate cause-and effect relationships in everyday experiences – pushing, pulling, kicking, rolling, or blowing objects	26. Demonstrates knowledge of the physical properties of objects and materials
<b>Standard: 2. Life Science</b>	
<b>Concepts and skills students master:</b>	
<b>1. Living things have characteristics and basic needs</b>	
<b>Evidence Outcomes</b>	
a. Use senses to gather information about living things	25. Demonstrates knowledge of the characteristics of living things
b. Observe and explore the natural processes of growing, changing, and adapting to the environment	25. Demonstrates knowledge of the characteristics of living things
c. Ask and pursue questions through simple investigations and observations of living things	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
d. Collect, describe, and record information about living things through discussion, drawings, and charts	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

<b>Concepts and skills students master:</b>	
<b>2. Living things develop in predictable patterns</b>	
<b>Evidence Outcomes</b>	
a. Identify the common needs such as food, air, and water of familiar living things	25. Demonstrates knowledge of the characteristics of living things
b. Predict, explain, and infer patterns based on observations and representations of living things, their needs, and life cycles	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
c. Make and record by drawing, acting out, or describing observations of living things and how they change over time	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
<b>Standard: 3. Earth Systems Science</b>	
<b>Concepts and skills students master:</b>	
<b>1. Earth's materials have properties and characteristics that affect how we use those materials</b>	
<b>Evidence Outcomes</b>	
a. Use senses to gather information about Earth's materials	27. Demonstrates knowledge of Earth's environment
b. Make simple observations, explanations, and generalizations about Earth's materials based on real-life experiences	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar
c. Describe how various materials might be used based on characteristics or properties	26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of Earth's environment
<b>Concepts and skills students master:</b>	
<b>2. Events such as night, day, the movement of objects in the sky, weather, and seasons have patterns</b>	
<b>Evidence Outcomes</b>	
a. Identify, predict, and extend patterns based on observations and representations of objects in the sky, daily weather, and seasonal changes	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns  27. Demonstrates knowledge of Earth's environment
b. Observe and describe patterns observed over the course of a number of days and nights, possibly including differences in the activities or appearance of plants and animals	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns  27. Demonstrates knowledge of Earth's environment



<b>Content Area: Social Studies</b>	
<b>Standard: 1. History</b>	
<b>Concepts and skills students master:</b>	
<b>1. Change and sequence over time</b>	
<b>Evidence Outcomes</b>	
a. Use words and phrases correctly related to chronology and time. Words to include but not limited to past, present, future, before, now, and later.	31. Explores change related to familiar people or places
b. Select examples from pictures that illustrate past, present, and future	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  31. Explores change related to familiar people or places
c. Sequence a simple set of activities or events	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
d. Identify an example of change over time on topics to include but not limited to their own growth	29. Demonstrates knowledge about self 31. Explores change related to familiar people or places
<b>Standard: 2. Geography</b>	
<b>Concepts and skills students master:</b>	
<b>1. Develop spatial understanding, perspectives, and connections to the world</b>	
<b>Evidence Outcomes</b>	
a. Use positional phrasing. Phrases to include but not limited to: over and under, here and there, inside and outside, up and down	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
b. Identify common places to include but not limited to home, school, cafeteria, and gymnasium	32. Demonstrates simple geographic knowledge
c. Describe surroundings	32. Demonstrates simple geographic knowledge
d. Use pictures to locate familiar places	32. Demonstrates simple geographic knowledge
e. Use nonlinguistic representations to show understanding of geographic terms	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

<b>Standard: 3. Economics</b>	
<b>Concepts and skills students master:</b>	
<b>1. People work to meet wants and needs</b>	
<b>Evidence Outcomes</b>	
a. Explain that people work (produce) for an income	30. Shows basic understanding of people and how they live
b. Discuss that money is used to buy items that the student or family wants	30. Shows basic understanding of people and how they live
c. Give examples to distinguish spending from saving	30. Shows basic understanding of people and how they live
<b>Concepts and skills student master:</b>	
<b>2. Recognize money and identify its purpose (PFL)</b>	
<b>Evidence Outcomes</b>	
a. Recognize coins and currency as money	30. Shows basic understanding of people and how they live
b. Identify how money is used as a medium of exchange	30. Shows basic understanding of people and how they live
c. Discuss why we need money	30. Shows basic understanding of people and how they live
<b>Standard: 4. Civics</b>	
<b>Concepts and skills students master:</b>	
<b>1. Individuals have unique talents and work with others in groups</b>	
<b>Evidence Outcomes</b>	
a. Recognize membership in family, neighborhood, school, team, and various other groups and organizations	29. Demonstrates knowledge about self
b. Name groups to which they belong and identify the leader(s)	29. Demonstrates knowledge about self
c. Identify examples of times when people can play different roles and bring unique talents to a variety of groups	30. Shows basic understanding of people and how they live
<b>Concepts and skills students master:</b>	
<b>2. Rules and their purpose in allowing groups to work effectively</b>	
<b>Evidence Outcomes</b>	
a. Explain that groups have rules	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
b. Recognize interpersonal boundaries	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
c. Exert self-control	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification

d. Interact positively with others	<p>2. Establishes and sustains positive relationships</p> <p>2a. Forms relationships with adults</p> <p>8. Engages with trusted adults as resources and to share mutual interests</p> <p>2c. Interacts with peers</p> <p>6. Initiates, joins in, and sustains positive interactions with a small group of two to three children</p> <p>2d. Makes friends</p> <p>6. Establishes a special friendship with one other child, but the friendship might only last a short while</p> <p>3. Participates cooperatively and constructively in group situations</p> <p>3b. Solves social problems</p> <p>6. Suggests solutions to social problems</p>
e. Give examples of some rules that are permanent and some that change	<p>1. Regulates own emotions and behaviors</p> <p>1b. Follows limits and expectations</p> <p>6. Manages classroom rules, routines, and transitions with occasional reminders</p>
<b>Content Area: Visual Arts</b>	
<b>Standard: 1. Observe and Learn to Comprehend</b>	
<b>Concepts and skills students master:</b>	
<b>1. Artists and viewers identify art in daily life</b>	
<b>Evidence Outcomes</b>	
a. Identify individual preferences in images when presented with visual examples such as picture books, cartoons, computer games, community, and home events	33. Explores the visual arts
b. Use age-appropriate vocabulary to describe works of art	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>6. Describes and tells the use of many familiar items</p>
c. Recognize basic characteristics and expressive features of art and design in relation to daily life	33. Explores the visual arts
<b>Standard: 2. Envision and Critique to Reflect</b>	
<b>Concepts and skills students master:</b>	
<b>1. Works of art can represent people, places, and things</b>	
<b>Evidence Outcomes</b>	
a. Explain that works of art communicate ideas	33. Explores the visual arts
b. Tell a story about a work of art	33. Explores the visual arts

<b>Standard: 3. Invent and Discover to Create</b>	
<b>Concepts and skills students master:</b>	
<b>1. Create works of art based on personal relevance</b>	
<b>Evidence Outcomes</b>	
a. Use trial and error to create works of art that arrive at a desired outcome	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
b. Use art materials safely and with respect in any environment	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
c. Create visual narratives from familiar stories and subject matter	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
<b>Standard: 4. Relate and Connect to Transfer</b>	
<b>Concepts and skills students master:</b>	
<b>1. Artists have an important role in communities</b>	
<b>Evidence Outcomes</b>	
a. Explain what an artist does and who an artist can be	30. Shows basic understanding of people and how they live
b. Identify some of the activities in which artists participate	33. Explores the visual arts 30. Shows basic understanding of people and how they live
c. Name some of the arts materials available to artists	33. Explores the visual arts
<b>English Language Proficiency</b>	
1. ELLs communicate for Social and Instructional purposes within the school setting	37. Demonstrates progress in listening to and understanding English 38. Demonstrates progress in speaking English
2. ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	37. Demonstrates progress in listening to and understanding English 38. Demonstrates progress in speaking English
3. ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.	37. Demonstrates progress in listening to and understanding English 38. Demonstrates progress in speaking English
4. ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Science.	37. Demonstrates progress in listening to and understanding English 38. Demonstrates progress in speaking English
5. ELLs communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies	37. Demonstrates progress in listening to and understanding English 38. Demonstrates progress in speaking English