



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
North Dakota Early Learning Guidelines**

This document aligns the content in the *North Dakota Early Learning Guidelines* for children ages three through five years with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*[®] assessment system.

References

North Dakota Department of Human Services. (2010). *North Dakota early learning guidelines*. Bismark, ND: Author. Retrieved April 4, 2013 from <http://www.nd.gov/dhs/info/pubs/docs/cfs/nd-early-learning-guidelines-for-ages-3-thru-5.pdf>

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

Language and Literacy	
Ages 3 through 5	
A. Listening and Comprehension	
1. Understand verbal, English and/or home language, and non-verbal, gestures, actions, and expressions, cues	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
2. Listen to understand and/or participate in stories, nonfiction, poetry, drama, rhymes, songs, directions, and conversations	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
3. Listen to and recognize different sounds in the environment	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
4. Listen to and recognize different sounds in speech	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
5. Listen for a variety of purposes (e.g., to understand messages, to gain and share information, to perform a task, for enjoyment, to learn what happened in a story, to converse with an adult or peer)	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
B. Speaking and Communicating	
1. Use words, in English and/or home language, or sounds and non-verbal cues, gestures, actions, and expressions, to communicate needs, ideas, experiences, and emotions	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items
2. Use spoken language to express needs, opinions, and ideas	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 3 emerging to 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly

<p>3. Participate in opportunities to speak, sing, act out, and recite (e.g., stories, songs, rhymes, fingerplays)</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items</p> <p>36. Explores drama through actions and language</p>
<p>4. Ask relevant why, what, when, where, and how questions to accomplish a variety of purposes</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences</p>
<p>5. Follow conversational rules (e.g., taking turns, making relevant comments, staying on topic) when talking with peers and adults</p>	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges</p> <p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders</p>
<p>6. Respond differently based upon purpose of messages and questions in conversations with children and adults (e.g., stays on topic, elaborates)</p>	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 5 emerging to 6. Engages in conversations of at least three exchanges</p>
<p>7. Retell a story with attention to the main events based upon a book, personal experience, or make believe</p>	<p>9. Uses language to express thoughts and needs 9d. Tells about another time or place 6. Tells stories about other times and places that have a logical order and that include major details</p> <p>18. Comprehends and responds to books and other texts 18c. Retells stories 2. Retells some events from a familiar story with close adult prompting</p>
<p>8. Use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items</p>
<p>9. Speak clearly enough to be understood in English and/or home language</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>10. Use appropriate levels of volume, time, inflection and expression (e.g., drops voice at end of sentence, uses a conversational tone when speaking to someone next to them, shouts/yells when playing a game outside.)</p>	<p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders</p>
<p>C. Phonological Awareness</p>	
<p>1. Understand that spoken language is made up of sounds</p>	<p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously</p> <p>15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 4. Shows awareness that some words begin the same way</p>
<p>2. Recognize matching (phonemes) and rhyming sounds</p>	<p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously</p> <p>15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 4. Shows awareness that some words begin the same way</p>
<p>3. Segment words into syllables and 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</p>
<p>4. Understand that speech sounds are represented in print with letters/words</p>	<p>16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 2. Identifies the sounds of a few letters</p>
<p>D. Emergent Reading</p>	
<p>1. Understand that the sounds of language are represented by letters, words, and sentences</p>	<p>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>

<p>2. Recognize and can identify familiar print in the environment (e.g., traffic signs, store logos, own name)</p>	<p>16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 2. Recognizes and names a few letters in own name</p> <p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read</p>
<p>3. Know that books have titles, authors, and often, illustrators</p>	<p>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</p>
<p>4. Know that print and written symbols convey meaning</p>	<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read</p>
<p>5. Know that print appears in different forms (e.g., letters, labels, storybooks) and serves different purposes (e.g., to inform)</p>	<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read</p>
<p>6. Know that print is read from left to right, top to bottom, and books are read front to back</p>	<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow</p>
<p>7. Know that reading is valuable and enjoyable</p>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books</p>
<p>8. Know the difference between real and make-believe</p>	<p>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</p>
<p>9. Know the elements that compose a story (e.g., characters, plot (sequence of events), setting)</p>	<p>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</p>

<p>10. Know the proper way to handle books (e.g., hold the book upright; turn pages from front to back, one at a time, returns to proper place when done)</p>	<p>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</p>
<p>11. Predict story events or outcomes</p>	<p>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</p>
<p>12. Recall and consider information from familiar stories</p>	<p>18. Comprehends and responds to books and other texts 18c. Retells stories 2. Retells some events from a familiar story with close adult prompting</p>
<p>13. Relate own life and experiences to literature</p>	<p>12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation</p>
<p>14. Understand that illustrations and pictures convey meaning</p>	<p>18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>
<p>15. Understand the difference between letters, numbers, and words</p>	<p>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</p>
<p>16. Use words and pictures to independently “read” a story</p>	<p>18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>
<p>E. Emergent Writing</p>	
<p>1. Use scribbles, shapes, pictures, and dictation to represent thoughts and/or ideas</p>	<p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles</p>
<p>2. Engage in writing (e.g., drawing, scribbles, random symbols, shapes, letter-like marks, letters, and invented spelling) to represent ideas and express thoughts and feelings</p>	<p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles</p>

<p>3. Begin to apply rules of grammar, punctuation, and spelling (e.g., uses “have” instead of “got”, tells teacher to put a period at the end of a thought on LEA chart)</p>	<p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling</p>
<p>4. Dictate stories, poems, and personal narratives</p>	<p>9. Uses language to express thoughts and needs 9d. Tells about another time or place 4. Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</p>
<p>5. Engage in writing for a variety of purposes (e.g., to make lists, to send messages, to write stories) and in a variety of forms (e.g., journals, sign-in sheets, name cards, cards with words and pictures)</p>	<p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles</p>
<p>6. Know that writing, including pictures, letters, and words, communicates meaning and information</p>	<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read</p>
<p>7. Use knowledge of letters to write or copy familiar words (e.g., own name, mom, dad, no, yes)</p>	<p>19. Demonstrates emergent writing skills 19a. Writes name 3. Mock letters or letter-like forms</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms</p>
<p>8. Use writing tools and materials (e.g., pencils, crayons, chalk, markers, rubber stamps, computers, paper, cardboard, chalkboard)</p>	<p>7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>
<p>9. Write random letters or letter-like symbols</p>	<p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms</p>

Health and Physical Development	
Ages 3 through 5	
A. Gross Motor Development	
1. Engage in a variety of large muscle physical activities (e.g., play, exercise, games)	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
2. Increasingly control and coordinate large body/muscle movements (e.g., jumping, skipping, running, hopping, crawling, rolling)	4. Demonstrates traveling skills 7 emerging to 8. Coordinates complex movements in play and games 5. Demonstrates balancing skills 7 emerging to 8. Sustains balance during complex movement experiences
3. Demonstrate body awareness in relation to stationery and moving objects (e.g., avoids bumping into obstacles, can catch a bouncing ball)	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control 6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
4. Exhibit strength, flexibility, and stamina/endurance when participating in exercises	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control 5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences 6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
5. Coordinate movement in space to accommodate boundaries (e.g., walls, lines, circles, bases)	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
6. Demonstrate a growing sense of balance (e.g., stands on one foot, walks on a balance beam)	5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences

<p>7. Combine large motor movements (e.g., kicking, catching, throwing, climbing, swinging, rolling, riding) with the use of equipment (e.g., balls, swings, tricycles, jungle gym)</p>	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p> <p>6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements</p>
<p>8. Perform a sequence of large motor skills</p>	<p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements</p>
<p>9. Perform a variety of movement skills both alone and with a partner(s)</p>	<p>4. Demonstrates traveling skills 8. Coordinates complex movements in play and games</p> <p>5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion</p>
<p>10. Engages in repetitive practice of gross motor skills</p>	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements</p>
<p>B. Fine Motor Development</p>	
<p>1. Engage in a variety of small muscle activities (e.g., drawing, painting, printing, cutting, gluing, pouring, assembling puzzles, building with blocks, manipulating play dough, lacing, stringing, tracing, writing)</p>	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements</p>

<p>2. Exhibit control, strength, and dexterity in manipulating objects (e.g., zippers, buttons, snaps) and tools (e.g., pencils, crayons, scissors)</p>	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements</p> <p>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</p>
<p>3. Use eye-hand coordination to complete tasks (e.g., string beads, do puzzles, copy, trace, cut)</p>	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements</p>
<p>4. Move fingers individually (e.g., finger isolation)</p>	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements</p>
<p>5. Explore and experiments with a variety of tools (e.g., spoons, forks, crayons, paint brushes, stapler, scissors, woodworking tools, keyboards)</p>	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements</p> <p>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</p>
<p>6. Engage in repetitive practice of fine motor skills</p>	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements</p>
<p>C. Physical Health and Well-Being</p>	
<p>1. Perform basic hygiene and self-help tasks (e.g., hand washing, eating, dressing, brushing teeth, toileting, coughing into clothing, blowing congested nose)</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>
<p>2. Demonstrate strategies to prevent the spread of germs and verbalizes why they are important</p>	<p>30. Shows basic understanding of people and how they live</p>

3. Begin to differentiate between signs of hunger and fullness and stops eating when full	29. Demonstrates knowledge about self
4. Exhibit knowledge about foods and nutrition (e.g., good food, junk food)	29. Demonstrates knowledge about self
5. Verbalize the need for exercise	29. Demonstrates knowledge about self
6. Demonstrate body awareness (e.g., names body parts)	29. Demonstrates knowledge about self
7. Identify and understand the functions of basic body parts and systems (e.g., mouth is used to eat and talk)	29. Demonstrates knowledge about self
8. Participate in physical activities daily	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
9. Use language to describe movement concepts and spatial locations	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
10. Understand own stages of growth (e.g., height, weight, mobility)	29. Demonstrates knowledge about self
11. Make healthy choices (e.g., eats veggies and fruits)	29. Demonstrates knowledge about self
D. Injury Prevention and Safety	
1. Begin to recognize and respond appropriately to potentially dangerous objects and substances (e.g., medicine, poison, broken glass, matches, fireplace/campfire)	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
2. Know rules for traffic and pedestrian safety (e.g., crossing street in crosswalk, buckles up in vehicle)	30. Shows basic understanding of people and how they live
3. Know safe and proper use of classroom materials	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
4. Know safe behaviors in the classroom (e.g., walks indoors) and on the playground (e.g., participate safely in the activities)	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

5. Begin to set boundaries regarding personal safety around strangers	29. Demonstrates knowledge about self
6. Follow routines in emergency situations (e.g., fire and tornado drills, “lock downs,” calling 911)	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Social and Emotional Development	
Ages 3 through 5	
A. Self Concept	
1. Know own name (first and last) and age	29. Demonstrates knowledge about self
2. Identify own gender	29. Demonstrates knowledge about self
3. Participate in and talks about own cultural traditions	29. Demonstrates knowledge about self
4. Show initiative and self direction	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
5. Recognize own feelings/emotions	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
6. Begin to answer, “Who am I?” (e.g., attributes various characteristics to self)	29. Demonstrates knowledge about self
7. Demonstrate self confidence, is emotionally secure	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
B. Self Regulation	
1. Regulate feelings/emotions (e.g., self calming)	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time
2. Regulate physical actions (e.g., follows classroom rules and routines, uses classroom materials purposefully and respectfully, manages transitions and adapts to changes in routine)	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

<p>3. Understand what constitutes appropriate and inappropriate behavior in different situations (e.g., in the classroom, on the playground)</p>	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p>
<p>C. Self Reliance and Resiliency</p>	
<p>1. Begin to take care of own emotional needs (e.g., accepts and asks for hugs and self soothes when needed)</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person</p>
<p>2. Begin to take care of own physical needs (e.g., when hungry eats or asks for food, when cold dresses warmer, uses lavatory as needed)</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>
<p>3. Use coping skills appropriately (e.g., reads body language and adjusts behavior if needed)</p>	<p>2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately</p>
<p>4. Find humor in a widening variety of situations</p>	<p>29. Demonstrates knowledge about self</p>
<p>5. Assert own rights (e.g., holds on when they have something first; speaks up if own turn is skipped)</p>	<p>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</p>
<p>D. Social Competence</p>	
<p>1. Work with others in play and group activities (e.g., uses names, shares, takes turns, asks for help)</p>	
<p>a. Negotiate roles and tasks when working with peers</p>	<p>3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns</p>

<p>2. Participate in a variety of group and individual activities, tasks, and play</p>	<p>2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups</p> <p>11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
<p>3. Use acceptable methods to resolves conflicts and disagreements with peers</p>	<p>3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems</p>
<p>E. Interactions with Peers and Adults</p>	
<p>1. Begin to trust appropriately (e.g., does not hug strangers)</p>	<p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 5 emerging to 6. Manages separations without distress and engages with trusted adults</p>
<p>2. Begin to attach appropriately (e.g., forms relationships with nurturing adults)</p>	<p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 5 emerging to 6. Manages separations without distress and engages with trusted adults</p>
<p>3. Begin to interact with others regardless of differences</p>	<p>30. Shows basic understanding of people and how they live</p>
<p>4. Begin to respect the feelings, opinions, and perspectives of others</p>	<p>2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately</p>
<p>5. Begin to understand that other people have rights (e.g., stands up for a friend)</p>	<p>3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 3 emerging to 4. Takes turns</p>
<p>6. Begin to understand the concept of fairness (e.g., everyone gets a turn or a piece of fruit)</p>	<p>3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors</p>

7. Begin to participate in and talks about the cultural traditions of others	30. Shows basic understanding of people and how they live
8. Begin to read social cues	<p>3. Participates cooperatively and constructively in group situations</p> <p>3a. Balances needs and rights of self and others 3 emerging to 4. Takes turns</p> <p>10. Uses appropriate conversational and other communication skills</p> <p>10b. Uses social rules of language 5 emerging to 6. Uses acceptable language and social rules while communicating with others; may need reminders</p>
9. Begin to seek and/or accepts help from a peer or adult when encountering challenges (e.g., asks adult for help if something is out of reach, negotiates with peer before calling for teacher)	<p>3. Participates cooperatively and constructively in group situations</p> <p>3b. Solves social problems 3 emerging to 4. Seeks adult help to resolve social problems</p> <p>11. Demonstrates positive approaches to learning</p> <p>11c. Solves problems 3 emerging to 4. Observes and imitates how other people solve problems; asks for a solution and uses it</p>
10. Converse with peers and adults	<p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations 6. Engages in conversations of at least three exchanges</p>
11. Begin to care for others and demonstrates a desire to be helpful (e.g., comforts a friend who is crying)	<p>2. Establishes and sustains positive relationships</p> <p>2b. Responds to emotional cues 3 emerging to 4. Demonstrates concern about the feelings of others</p>
12. Begin to develop friendships with peers	<p>2. Establishes and sustains positive relationships</p> <p>2d. Makes friends 3 emerging to 4. Plays with one or two preferred playmates</p>
13. Begin to develop relationships with adults	<p>2. Establishes and sustains positive relationships</p> <p>2a. Forms relationships with adults 5 emerging to 6. Manages separations without distress and engages with trusted adults</p>

Approaches to Learning	
Ages 3 through 5	
A. Initiative and Curiosity	
1. Make independent and interdependent decisions and choices	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
2. Show eagerness and a sense of wonder about their world	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
3. Show interest in discovering and learning new things	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
4. Choose to participate in an increasing variety of experiences	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
B. Engagement and Persistence (e.g., application)	
1. Sustain attention and focus on activities	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
2. Are increasingly able to plan and follow through on plans	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
3. Persevere in completing a variety of learning experiences	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
4. Filter out/ignore most distractions and interruptions	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

<p>5. Apply appropriate coping skills (e.g., asks for help when needed)</p>	<p>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</p>
<p>C. Flexibility and Risk Taking</p>	
<p>1. Use a variety of strategies to solve problems</p>	<p>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</p>
<p>2. Seek and/or accept help from others when encountering a challenge</p>	<p>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</p>
<p>3. Choose to participate in a variety of familiar and new experiences</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas</p>
<p>4. Are increasingly able to differentiate between appropriate and inappropriate risk taking</p>	<p>11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility</p>
<p>D. Imagination and Invention (e.g., creativity)</p>	
<p>1. Use/combine materials/strategies in novel ways to explore, play, and solve problems</p>	<p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks</p>
<p>2. Engage in pretend play taking on various roles with real or imaginary objects</p>	<p>14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
<p>3. Explore and experiment with a wide variety of materials and activities</p>	<p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks</p>

<p>4. Explore and experiment through repeated exposure to the same or similar materials and activities</p>	<p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks</p>
<p>E. Compliance</p>	
<p>1. Follow simple directions</p>	<p>8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures</p>
<p>2. Imitate</p>	<p>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</p>
<p>3. Cooperate</p>	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p>
<p>4. Recall/remember</p>	<p>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</p>
<p>5. Understand/comprehend</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
<p>F. Reflection and Interpretation (e.g. analysis, evaluation)</p>	
<p>1. Are increasingly able to predict possible outcomes based upon prior experience and learning (e.g., “round objects roll down hill”)</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen</p>
<p>2. Apply prior experience and learning to new situations (e.g., “If I want crispy cereal, I need to eat it right after I add milk.”)</p>	<p>12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation</p>

<p>3. Are increasingly able to generate ideas, suggestions, and possible solutions for questions, tasks, and challenges</p>	<p>12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation</p>
<p>4. Create, hold, and manipulate mental images of objects and people (e.g., can picture a dog running in his/her mind)</p>	<p>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</p> <p>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</p>
<p>5. Communicate ideas, suggestions, and possible solutions to others</p>	<p>11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility</p>
<p>Expressive Arts and Creative Thinking</p>	
<p>Ages 3 through 5</p>	
<p>A. Music and Dance</p>	
<p>1. Use a variety of media and materials for sensory experience, exploration, and creative expression</p>	<p>34. Explores musical concepts and expression 35. Explores dance and movement concepts</p>
<p>2. Incorporate a variety of elements (e.g., tempo, beat, rhythm, dynamics, pitch, tone, notation, patterns, flexibility fluidity, style, synchronization, repetition, imitation)</p>	<p>34. Explores musical concepts and expression 35. Explores dance and movement concepts</p>
<p>3. Apply a variety of processes (e.g., playing simple instruments, vocalizing, singing, moving, swinging, locomotion, balancing, twirling, leaping, reading musical notations, observation)</p>	<p>34. Explores musical concepts and expression 35. Explores dance and movement concepts</p>
<p>4. Coordinate movement with a tempo (e.g., marching and dancing to music)</p>	<p>35. Explores dance and movement concepts</p>

B. Visual Arts	
1. Use a variety of media and materials for sensory experience, exploration, and creative expression	33. Explores the visual arts
2. Incorporate a variety of elements (e.g., shape, line, color, texture, symbolism)	33. Explores the visual arts
3. Apply a variety of two-dimensional and three-dimensional processes (e.g., painting, printing, drawing, coloring, observation, cutting, shaping, rolling, pulling, patting, observing, imitation, patterning, repetition)	33. Explores the visual arts
4. Represent experience, thoughts, concepts, and/or ideas through visual arts	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
5. Select different media and processes to express emotions and ideas	33. Explores the visual arts
6. Progress through developmental stages of drawing (e.g., Rhoda Kellogg’s Stages of Scribbling, 1967)	33. Explores the visual arts
7. Use safe procedures when handling art materials and tools	33. Explores the visual arts
8. Use a variety of media, materials, and tools to create	33. Explores the visual arts
C. Dramatic Play and Movement	
1. Use a variety of media and materials for sensory experience, exploration, and creative expression	36. Explores drama through actions and language
2. Incorporate a variety of elements (e.g., character, theme, setting, idea, plot, props, costume, make-up)	36. Explores drama through actions and language
3. Apply a variety of dramatic play processes (e.g., role-play, imitation, observation, listening, giving objects attributes they do not have, personification, pretend, vocalize environmental sounds, dramatize)	36. Explores drama through actions and language

D. Appreciation of the Arts	
1. Use a variety of media and materials for sensory experience, exploration, and creative expression	33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language
2. Participate in a variety of expressive arts experiences (e.g., see A. B. & C. above)	33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language
3. Incorporate various elements and processes of each expressive/creative arts	33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language

<p>4. Show others and/or talk about what they have made or have done</p>	<p>33. Explores the visual arts</p> <p>34. Explores musical concepts and expression</p> <p>35. Explores dance and movement concepts</p> <p>36. Explores drama through actions and language</p>
<p>5. Show interest and respect for the expressive/creative work of self and others</p>	<p>33. Explores the visual arts</p> <p>34. Explores musical concepts and expression</p> <p>35. Explores dance and movement concepts</p> <p>36. Explores drama through actions and language</p>
<p>6. Share opinions about likes and dislikes related to expressive/creative arts</p>	<p>33. Explores the visual arts</p> <p>34. Explores musical concepts and expression</p> <p>35. Explores dance and movement concepts</p> <p>36. Explores drama through actions and language</p>

<p>7. Share experiences, ideas, and thoughts about the expressive/creative arts</p>	<p>33. Explores the visual arts</p> <p>34. Explores musical concepts and expression</p> <p>35. Explores dance and movement concepts</p> <p>36. Explores drama through actions and language</p>
<p>Mathematics and Logical Thinking</p>	
<p>Ages 3 through 5</p>	
<p>A. Number Sense and Operations</p>	
<p>1. Demonstrate understanding of the pre-number concept of...</p>	
<p>a. Comparison (e.g., same/different)</p>	<p>13. Uses classification skills</p> <p>4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
<p>b. Matching (e.g., looks the same/like this color, shape, etc.)</p>	<p>22. Compares and measures</p> <p>4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>
<p>c. Classification (e.g., grouping by attribute(s))</p>	<p>13. Uses classification skills</p> <p>4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
<p>d. Patterns (e.g., repetition, like red-blue-red-blue-red blue or clap-clap-slap, clap-clap-slap,... or jump-squat-jump, jump-squat-jump,... etc.)</p>	<p>23. Demonstrates knowledge of patterns</p> <p>4. Copies simple repeating patterns</p>
<p>e. One-to-one correspondence (e.g., object pairing, each plate has a cup, each locker has coat)</p>	<p>13. Uses classification skills</p> <p>4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
<p>f. Seriation (e.g., order, short to long, heavy to light, first to last event)</p>	<p>22. Compares and measures</p> <p>4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>

<p>g. Spatial relationships (e.g., directionality, position in space)</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>h. Conservation (e.g., when children come to understand that amount, volume, and mass stay the same despite a change in appearance)</p>	<p>22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>
<p>i. Subitizing (e.g., instant recognition of number of objects in a set-without counting)</p>	<p>20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
<p>2. Demonstrate understanding of the one-to-one counting principle (e.g., one and only one number word is assigned to each counted object)</p>	<p>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</p>
<p>3. Demonstrate understanding of the stable order counting principle (e.g., the numerals are always in the same order: 1, 2, 3,)</p>	<p>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</p>
<p>4. Demonstrate understanding of the cardinality counting principle (e.g., the last number represents the quantity of counted objects)</p>	<p>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</p>
<p>5. Demonstrate understanding of the abstraction counting principle (e.g., any discrete objects can be counted)</p>	<p>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</p>
<p>6. Demonstrate understanding of the order irrelevance counting principle (e.g., the order in which you count the objects does not affect the cardinality/total)</p>	<p>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</p>

7. Demonstrate the numeracy strategy of....	
a. Rote counting (e.g., from memory)	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
b. Rational counting (e.g., meaningful counting)	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
c. Counting-on (e.g., after 4 comes...)	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
d. Counting-back (e.g., count backwards from 7)	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
e. Skip, or group, counting (e.g., 2, 4, 6,... or 5, 10, 15, 20...)	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
f. Number benchmark (e.g., numbers like 2, 5, 10 are anchors, for instance 4 is one less than 5)	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
8. Use numeric symbolic representation (e.g., recognizing, naming and writing number symbols from zero through 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
9. Demonstrate understanding that numbers can also be used as names (Channel 5), to indicate order (1st, 3rd), to describe relationships (2nd cousin), and to indicate locations (addresses)	20. Uses number concepts and operations 20c. Connects numerals with their quantities 2. Recognizes and names a few numerals

<p>10. Use mathematical vocabulary to compare groups of objects and numerals (e.g., same, larger than, smaller than)</p>	<p>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</p>
<p>11. Know that the quantity of objects can change by adding or taking away objects</p>	<p>20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
<p>12. Use number sense to solve simple problems</p>	<p>20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
<p>B. Spatial Sense</p>	
<p>1. Identify, name, describe, draw, and build common two and some three dimensional shapes</p>	<p>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</p>
<p>2. Find geometric shapes in the environment</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)</p>
<p>3. Use spatial vocabulary to indicate directionality, order, and position of objects (e.g., above & below, inside & outside, next to, behind, after & before)</p>	<p>21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (beside, between, next to)</p>
<p>4. Compare, classify (sort), and seriate (order) two and three dimensional shapes based upon one or more attributes (e.g., line, sides, corners, size, shape, color)</p>	<p>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</p> <p>22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>

<p>5. Show an awareness of symmetry (e.g., notices symmetry of own body, notices symmetry of “butterfly” paint blot folded, creates symmetrical block structures)</p>	<p>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</p>
<p>6. Experiment with mapping skills using classroom materials (e.g., sandbox, block area, transportation mat)</p>	<p>21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 8. Uses and makes simple sketches, models, or pictorial maps to locate objects</p>
<p>7. Demonstrate understanding that a shape remains the same shape regardless of its position in space (e.g., flip or rotate a triangle—it is still a triangle)</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 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</p>
<p>8. Begin to understand that geometric shapes can be put together or taken apart to make other shapes (e.g., two equal, right triangles can be combined to form either a square or a rectangle, a rectangle or square can be divided corner to corner to become 2 triangles)</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 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</p>
<p>9. Demonstrate understanding of spatial sense in solving problems (e.g., uses parquetry blocks to fill in a template, completes puzzles successfully inserts shapes into correct/matching opening)</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 3 emerging to 4. Identifies a few basic shapes (circle, square, triangle)</p>
<p>C. Measurement</p>	
<p>1. Use familiar objects for measurement (e.g., shoes, paperclips, blocks, etc.)</p>	<p>22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
<p>2. Begin to use standard devices for measuring (ruler, scale, measuring cups, timer, thermometer, calendars, etc.)</p>	<p>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</p>
<p>3. Demonstrate understanding of an awareness of time concepts (e.g., that a minute is less than an hour, o’clock/time by hour, clean up will be in 5 minutes)</p>	<p>22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth</p>
<p>4. Know the sequence of various events (e.g., snack is before story time, we go outside after playtime)</p>	<p>22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>

<p>5. Begin to use appropriate measurement vocabulary (e.g., inch, foot, pounds, hours, days)</p>	<p>22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth</p>
<p>6. Use appropriate comparative vocabulary (e.g., heavy/light, full/empty, shorter/taller, day/night, hot/ cold)</p>	<p>22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>
<p>7. Seriate a set of objects based upon an attribute (e.g., height, length, size/mass, weight, time/order)</p>	<p>22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>
<p>8. Demonstrate understanding that different sized containers will hold more or less (note: keep Piaget’ s developmental conservation tasks in mind)</p>	<p>22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
<p>9. Begin to recognize and name common coins and understands that coins have different values (e.g., penny, nickel, dime)</p>	<p>30. Shows basic understanding of people and how they live</p>
<p>D. Patterns and Algebra Functions</p>	
<p>1. Order/sequence objects by attribute(s) (e.g., height, weight, color intensity)</p>	<p>22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>
<p>2. Explain why and how objects are organized (e.g., How did you decide which one went...?)</p>	<p>22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>
<p>3. Demonstrate understanding of patterns (e.g., ababab and see A.4.)</p>	<p>23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns</p>
<p>4. Recognize, describe, and replicate patterns of objects, sounds, and movements</p>	<p>23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns</p>
<p>5. Predict and extend patterns of objects, sounds and movements</p>	<p>23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns</p>

<p>6. Use concrete objects to represent and solve a problem (e.g., six cookies & three children, how many each?)</p>	<p>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</p>
<p>E. Representing and Interpreting Data</p>	
<p>1. Represent newly acquired information in a variety of ways (e.g., stories, drawing, dramatic play, movement)</p>	<p>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</p>
<p>2. Gather information about themselves and their environments (e.g., personal characteristics such as age, hair color, where they live, number of chairs in classroom)</p>	<p>24. Uses scientific inquiry skills</p>
<p>3. Gather, sort, and compare objects by attribute(s) in the context of daily activities and play (e.g., fruit in fruit bowl, all unit sized blocks on same shelf, float & sink)</p>	<p>22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>
<p>4. Place objects in a “concrete” floor or table graph by attribute (e.g., column of tie shoes, column of Velcro shoes, column of slip on shoes)</p>	<p>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</p>
<p>5. Place representative items in a “pictorial” floor, table, or wall graph by attribute (e.g., children’s name tags instead of shoes, pictures of objects, etc.)</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>6. Identify the category or categories that have the most or the fewest items in a floor or table graph</p>	<p>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</p>
<p>7. “Read” and interpret displays of data, like concrete and pictorial charts/graphs, using comparison vocabulary (e.g., verbalize which column has more/less)</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>

F. Reasoning	
<p>1. Begin to use mathematical vocabulary to express ideas mathematically (e.g., “If we add your two to my three we’ll have five”)</p>	<p>20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
<p>2. Make predictions based upon observations and information (e.g., complete patterns, estimate, “You need more marbles to have six”, verbalize own logic for Piaget’s conservation tasks)</p>	<p>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</p>
<p>3. Use simple strategies to mathematically solve problems (e.g., use one-to-one correspondence to pass out snack items, divides four cookies into two piles of two to share with friend)</p>	<p>20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
<p>4. Begin to understand that problems often can be solved in more than one way</p>	<p>20. Uses number concepts and operations 20b. Quantifies 7 emerging to 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects</p>
<p>5. Begin to compare and contrast solution strategies (e.g., counting on fingers, combining and separating sets/groups)</p>	<p>20. Uses number concepts and operations 20b. Quantifies 7 emerging to 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects</p>
<p>6. Begin to develop estimation skills (e.g., the number of blocks that will fit on the shelf, number of children in the room)</p>	<p>20. Uses number concepts and operations 20b. Quantifies 7 emerging to 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects</p>

Science and Problem Solving	
Ages 3 through 5	
A. Knowledge	
1. Know basic states of matter (e.g., solid, liquid, gaseous)	26. Demonstrates knowledge of the physical properties of objects and materials
2. Know that objects have certain properties (e.g., color, size, shape, smell, texture)	26. Demonstrates knowledge of the physical properties of objects and materials
3. Know that the physical properties of things can change	26. Demonstrates knowledge of the physical properties of objects and materials
4. Know ways to group objects based on basic properties	13. Uses classification skills 3 emerging to 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
5. Understand properties of liquids (e.g., they are different from solids; they take the shape of their container)	26. Demonstrates knowledge of the physical properties of objects and materials
6. Identify differences between living and non-living things	25. Demonstrates knowledge of the characteristics of living things
7. Know that animals live in different habitats on earth that are supportive of their growth	25. Demonstrates knowledge of the characteristics of living things
8. Know that living things are made up of different parts	25. Demonstrates knowledge of the characteristics of living things
9. Know that plants and animals need food, water, air, and sun to survive	25. Demonstrates knowledge of the characteristics of living things
10. Know simple ways that living things can be grouped (e.g., by skin covering, by habitat/environment)	25. Demonstrates knowledge of the characteristics of living things
11. Know that living things go through life cycles (e.g., growth, development, reproduction)	25. Demonstrates knowledge of the characteristics of living things
12. Recognize and use vocabulary that describes major features of the sky (e.g., clouds, sun, moon, stars)	27. Demonstrates knowledge of Earth's environment
13. Know ways that technology may be used to access information	28. Uses tools and other technology to perform tasks
B. Observation	
1. Use their five senses to explore materials and the environment	24. Uses scientific inquiry skills

2. Use words to identify and describe the physical characteristics objects and animals	25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials
3. Identify and describe changes that occur in their world (e.g., natural processes, forces of nature)	27. Demonstrates knowledge of Earth’s environment
4. Develop simple explanations for observations	24. Uses scientific inquiry skills
C. Inquisitiveness	
1. Express wonder about the natural world	24. Uses scientific inquiry skills
2. Ask questions and seek answers through active exploration	24. Uses scientific inquiry skills
3. Hypothesize about phenomena (e.g., speculate about why an event/process occurs)	24. Uses scientific inquiry skills
4. Predict phenomena (e.g., speculate about what might happen next)	24. Uses scientific inquiry skills
5. Wonder about cause and effect relationships	24. Uses scientific inquiry skills
6. Explore and experiment with different materials, objects, and situations	24. Uses scientific inquiry skills
7. Show interest in and discovers relationships and patterns	24. Uses scientific inquiry skills
D. Investigation	
1. Use tools (e.g., magnifying glass, binoculars, maps, eye droppers, computers) for investigation of the environment	28. Uses tools and other technology to perform tasks
2. Gather simple information and data about the environment through a variety of means including discussions, drawings, maps, and charts	24. Uses scientific inquiry skills
3. Make comparisons between objects that have been collected or observed	24. Uses scientific inquiry skills
4. Sort living things by characteristics (e.g., behavior, environment, appearance)	25. Demonstrates knowledge of the characteristics of living things
5. Record and interpret data that has been collected (e.g., float and sink—heavy items sink)	24. Uses scientific inquiry skills
6. Begin to develop procedures and thinking skills for investigating the world (e.g., there are a variety of ways to examine phenomena/processes)	24. Uses scientific inquiry skills

7. Begin to ask questions, identify problems, and propose ways to answer/solve them	24. Uses scientific inquiry skills
8. Test hypotheses (e.g., observes events/processes for similarity to hypothesis)	24. Uses scientific inquiry skills
9. Test predictions (e.g., continues with process/experiment to see if prediction is accurate)	24. Uses scientific inquiry skills
10. Observe, describe, and investigate changes in materials and cause-effect relationships (e.g., mixing colors, baking)	24. Uses scientific inquiry skills
E. Application	
1. Begin to describe and discuss predictions, explanations, and generalizations based upon past experiences (e.g., can verbalize where their ideas originate)	24. Uses scientific inquiry skills
2. Begin to choose procedures and thinking skills for solving problems and making decisions (e.g., thinks about which method to use)	24. Uses scientific inquiry skills
3. Use simple machines in everyday play (e.g., lever, wheel & axle, pulley, wedge, inclined plane, screw, and gears)	28. Uses tools and other technology to perform tasks
4. Expand knowledge of and respect for the environment	27. Demonstrates knowledge of Earth's environment
5. Apply force (e.g., pushing or pulling) to change the position and motion of an object	26. Demonstrates knowledge of the physical properties of objects and materials
6. Understand simple cause and effect relationships (e.g., if you go outside when it is raining you will get wet)	26. Demonstrates knowledge of the physical properties of objects and materials
7. Combine materials and equipment in different ways to make something new (e.g., building a tent using sheet over table, making a box into a house for a storybook character)	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Social Studies	
Ages 3 through 5	
A. Families and Cultures	
1. Identify and appreciate own ethnicity (e.g., know they are of the _____ tribe and value their tribal traditions)	29. Demonstrates knowledge about self

2. Identify self as a member of a family	29. Demonstrates knowledge about self
3. Describe what a family is	30. Shows basic understanding of people and how they live
4. Understand various family roles, responsibilities, rules, and relationships	29. Demonstrates knowledge about self
5. Appreciate the ethnic backgrounds of others	30. Shows basic understanding of people and how they live
6. Share family's daily routines, home language, and traditions	29. Demonstrates knowledge about self
7. Demonstrate interest in learning about the routines, languages, and traditions of others	30. Shows basic understanding of people and how they live
8. Demonstrate a beginning understanding of the concept of generations	31. Explores change related to familiar people or places
B. Community	
1. Demonstrate understanding that communities are composed of groups of people who live, play, and work together	30. Shows basic understanding of people and how they live
2. Perform various tasks that contribute to the well-being of the group	30. Shows basic understanding of people and how they live
3. Identify communities to which s/he belongs	29. Demonstrates knowledge about self
4. Begin to understand that media and technology affect their lives (e.g. fear/nightmares from violence on television)	30. Shows basic understanding of people and how they live
5. Recognize, describe and dramatize the roles of individuals in the community	30. Shows basic understanding of people and how they live
6. Function as a member of the classroom community	30. Shows basic understanding of people and how they live
7. Begin to understand the types of technology used at home, school, and work	30. Shows basic understanding of people and how they live
8. Explore and discuss the various ways people communicate and travel	30. Shows basic understanding of people and how they live
C. Decision Making	
1. Confidently express individual ideas, opinions, and thoughts	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
2. Begin to develop a value system (e.g., utilize values in making decisions such as fairness)	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 3 emerging to 4. Takes turns

<p>3. Begin to demonstrate respect for the ideas, opinions, and thoughts of others, even when different from their own</p>	<p>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</p>
<p>4. Understand reasons for rules and routines</p>	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p>
<p>5. Understand and anticipate the consequences of not following the rules</p>	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p>
<p>6. Participate in classroom decision making</p>	<p>3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems</p>
<p>7. Participate in creating and following rules and routines</p>	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p>
<p>8. Begin to set own consequences for behaviors</p>	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders</p>
<p>9. Begin to understand various group decision-making processes (e.g., voting, consensus, handshake, “boss”)</p>	<p>30. Shows basic understanding of people and how they live</p>
<p>10. Make choices about own behavior when presented with alternatives</p>	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p>
<p>11. Handle basic personal responsibilities related to needs</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>

12. Demonstrate some ability to control intense feelings	1. Regulates own emotions and behaviors 1a. Manages feelings 5 emerging to 6. Is able to look at a situation differently or delay gratification
13. Begin to differentiate between right, wrong, and confused	29. Demonstrates knowledge about self
D. Places and Environments	
1. Understand that maps can represent his or her surroundings	32. Demonstrates simple geographic knowledge
2. Use simple maps, visuals, and objects to represent places and terrains (e.g., mountains, rivers)	32. Demonstrates simple geographic knowledge
3. Demonstrate awareness of the need to protect and be good stewards of natural resources (e.g., water, soil, air, plants, animals)	27. Demonstrates knowledge of Earth’s environment
4. Know common features (e.g., street signs, roads) found in the local environment	32. Demonstrates simple geographic knowledge
5. Know geographic information about oneself (e.g., the town in which he or lives, address, phone number)	32. Demonstrates simple geographic knowledge
6. Understand that they live in the United States of America	32. Demonstrates simple geographic knowledge
7. Identify characteristics of the places where they live, play, and learn	32. Demonstrates simple geographic knowledge
8. Identify various weather conditions and seasons and how conditions affect what they wear and what they do	27. Demonstrates knowledge of Earth’s environment
9. Identify natural features of the environment (e.g., rivers, lakes, mountains)	32. Demonstrates simple geographic knowledge
10. Participate in environmental protection activities (e.g., reduce, reuse, recycle, doesn’t litter, picks up litter, conserves)	27. Demonstrates knowledge of Earth’s environment
11. Begin to understand the concept of ecosystems (e.g., fish live in water, animals live where their food is present)	25. Demonstrates knowledge of the characteristics of living things 32. Demonstrates simple geographic knowledge
E. Resources	
1. Recognize how resources are used (e.g., water, soil plants, animals, people, money, time)	27. Demonstrates knowledge of Earth’s environment

2. Begin to understand the bartering system (e.g., buying, selling, trading)	30. Shows basic understanding of people and how they live
3. Begin to understand the value of goods and services through using the bartering system	30. Shows basic understanding of people and how they live
4. Develop an understanding of how goods and services are produced and distributed	30. Shows basic understanding of people and how they live
5. Demonstrate an understanding that people work to earn money to provide food, shelter, goods and services	30. Shows basic understanding of people and how they live
F. Passage of time	
1. Demonstrate a beginning understanding of past, present, and future	31. Explores change related to familiar people or places
2. Demonstrate an understanding of the sequence of 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
3. Understand how things, people, and places change over time	31. Explores change related to familiar people or places
4. Demonstrate an ability to connect new ideas to past experiences	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
5. Anticipate recurring activities	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
6. Use time related vocabulary (e.g., first/last, yesterday/today/tomorrow, morning/night, in a few minutes)	31. Explores change related to familiar people or places
7. Remember activities/events in the recent past	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