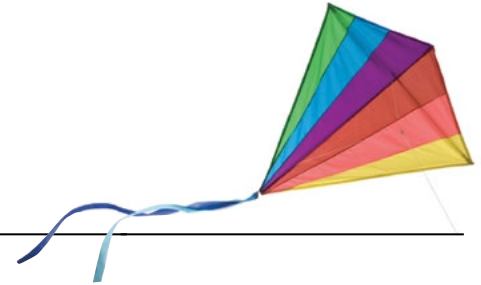




Alignment of

---



*GOLD*®

Objectives for Development & Learning:  
Birth *Through* Third Grade

---



WITH

# **GOLD® Objectives for Development and Learning, Birth Through Third Grade**

aligned to

**Michigan Early Childhood Standards of Quality for Prekindergarten**

**Ages: 3 to 5, adopted 2013**

STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.AL.	Approaches to Learning
GRADE LEVEL EXPECTATION		Subdomain: Habits of Mind
EXPECTATION	ECSQ-PK.AL.1.	Early Learning Expectation: Creativity-Imagination-Visualization. Children demonstrate a growing ability to use originality or vision when approaching learning; use imagination, show ability to visualize a solution or new concept.
INDICATOR	ECSQ-PK.AL.1.1.	<p>Can be playful with peers and adults.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking</li> </ul> <p>Objective 11e.4 Uses creativity and imagination during play and routine tasks</p>
INDICATOR	ECSQ-PK.AL.1.2.	<p>Make connections with situations or events, people or stories.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences b. Makes connections</li> </ul> <p>Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation</p>
INDICATOR	ECSQ-PK.AL.1.3.	<p>Create new images or express ideas.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking</li> </ul> <p>Objective 11e.4 Uses creativity and imagination during play and routine tasks</p>
INDICATOR	ECSQ-PK.AL.1.4.	<p>Propose or explore possibilities to suggest what an object or idea might be ‘otherwise.’</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking</li> </ul> <p>Objective 11e.4 Uses creativity and imagination during play and routine tasks</p>

INDICATOR	ECSQ-PK.AL.1.5.	Expand current knowledge onto a new solution, new thinking or new concept.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation
INDICATOR	ECSQ-PK.AL.1.6.	Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
INDICATOR	ECSQ-PK.AL.1.7.	Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.AL.	Approaches to Learning
GRADE LEVEL EXPECTATION		Subdomain: Habits of Mind
EXPECTATION	ECSQ-PK.AL.2.	Early Learning Expectation: Initiative-Engagement-Persistence-Attentiveness. Children demonstrate the quality of showing interest in learning; pursue learning independently.
INDICATOR	ECSQ-PK.AL.2.1.	Initiate ‘shared thinking’ with peers and adults.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
INDICATOR	ECSQ-PK.AL.2.2.	Grow in abilities to persist in and complete a variety of tasks, activities, projects and experiences.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
INDICATOR	ECSQ-PK.AL.2.3.	Demonstrate increasing ability to set goals and to develop and follow through on plans.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks

INDICATOR	ECSQ-PK.AL.2.4.	<p>Show growing capacity to maintain concentration in spite of distractions and interruptions.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages</li> </ul> <p>Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
INDICATOR	ECSQ-PK.AL.2.5.	<p>Explore, experiment and ask questions freely.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.AL.	Approaches to Learning
GRADE LEVEL EXPECTATION		Subdomain: Habits of Mind
EXPECTATION	ECSQ-PK.AL.3.	Early Learning Expectation: Curiosity–Inquiry–Questioning–Tinkering–Risk Taking. Children demonstrate an interest and eagerness in seeking information (e.g., be able to see things from a different perspective, fiddling with something to figure it out or attempting a reasonable solution).
INDICATOR	ECSQ-PK.AL.3.1.	<p>Express a ‘sense of wonder.’</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
INDICATOR	ECSQ-PK.AL.3.2.	<p>Choose to take opportunities to explore, investigate or question in any domain.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
INDICATOR	ECSQ-PK.AL.3.3.	<p>Re-conceptualize or re-design (block structures, shapes, art materials, digital images, simple graphs).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically</li> </ul> <p>Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten



STANDARD	ECSQ-PK.AL.	Approaches to Learning
GRADE LEVEL EXPECTATION		Subdomain: Habits of Mind
EXPECTATION	ECSQ-PK.AL.4.	Early Learning Expectation: Resilience-Optimism-Confidence. Children demonstrate the capacity to cope with change, persist, move ahead with spirit, vitality and a growing belief in one's ability to realize a goal.
INDICATOR	ECSQ-PK.AL.4.1.	<p>Manage reasonable frustration.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p>
INDICATOR	ECSQ-PK.AL.4.2.	<p>Meet new and varied tasks with energy, creativity and interest.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning b. Persists</li> </ul> <p>Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</p>
INDICATOR	ECSQ-PK.AL.4.3.	<p>Explore and ask questions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
INDICATOR	ECSQ-PK.AL.4.4.	<p>Begin to organize projects or play; make and carryout plans.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning b. Persists</li> </ul> <p>Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</p>
INDICATOR	ECSQ-PK.AL.4.5.	<p>Use stories and literature to pretend, play, act or take on characters to help establish their situation or reality.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play</li> </ul> <p>Objective 14b.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</p>
INDICATOR	ECSQ-PK.AL.4.6.	<p>Begin to set aside fear of failure when self-initiating new tasks.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning b. Persists</li> </ul> <p>Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.AL.	Approaches to Learning

GRADE LEVEL EXPECTATION		Subdomain: Habits of Mind
EXPECTATION	ECSQ-PK.AL.5.	Early Learning Expectation: Reasoning-Problem Solving-Reflection. Children demonstrate a growing capacity to make meaning, using one's habits of mind to find a solution or figure something out.
INDICATOR	ECSQ-PK.AL.5.1.	Begin to hypothesize or make inferences.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 24 Uses scientific inquiry skills</b>
INDICATOR	ECSQ-PK.AL.5.2.	Show an increasing ability to ask questions appropriate to the circumstance.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</b> <b>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</b>
INDICATOR	ECSQ-PK.AL.5.3.	Show an increasing ability to predict outcomes by checking out and evaluating their predictions.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 11 Demonstrates positive approaches to learning c. Solves problems</b> <b>Objective 11c.6 Solves problems without having to try every possibility</b>
INDICATOR	ECSQ-PK.AL.5.4.	Attempt a variety of ways of solving problems.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 11 Demonstrates positive approaches to learning c. Solves problems</b> <b>Objective 11c.6 Solves problems without having to try every possibility</b>
INDICATOR	ECSQ-PK.AL.5.5.	Demonstrate enjoyment in solving problems.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 11 Demonstrates positive approaches to learning c. Solves problems</b> <b>Objective 11c.6 Solves problems without having to try every possibility</b>
INDICATOR	ECSQ-PK.AL.5.6.	Gather information and learn new concepts through experimentation and discovery, making connections to what they already know.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 12 Remembers and connects experiences b. Makes connections</b> <b>Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation</b>

INDICATOR	ECSQ-PK.AL.5.7.	Share through words or actions the acquisition of increasingly complex concepts.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view
INDICATOR	ECSQ-PK.AL.5.8.	Show an increasing ability to observe detail and attributes of objects, activities, and processes.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.AL.	Approaches to Learning
GRADE LEVEL EXPECTATION		Subdomain: Social Dispositions
EXPECTATION	ECSQ-PK.AL.6.	Early Learning Expectation: Participation-Cooperation-Play- Networking-Contribution. Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all; join a community of learners in person and digitally as appropriate.
INDICATOR	ECSQ-PK.AL.6.1.	Learn from and through relationships and interactions.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
INDICATOR	ECSQ-PK.AL.6.2.	Show an increasing ability to initiate and sustain age-appropriate play and interactions with peers and adults.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
INDICATOR	ECSQ-PK.AL.6.3.	Begin to develop and practice the use of problem-solving and conflict resolution skills.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems

INDICATOR	ECSQ-PK.AL.6.4.	<p>Recognize respectfully the similarities and differences in people (gender, family, race, culture, language).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 30 Shows basic understanding of people and how they live</li> </ul>
INDICATOR	ECSQ-PK.AL.6.5.	<p>Show an increasing capacity to consider or take into account another's perspective.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues</li> </ul> <p>Objective 2b.8 Recognizes that others' feelings about a situation might be different from his own</p>
INDICATOR	ECSQ-PK.AL.6.6.	<p>Can join a community of learners in person and digitally as appropriate; enjoy mutual engagement.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others</li> </ul> <p>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
INDICATOR	ECSQ-PK.AL.6.7.	<p>Contribute individual strengths, imagination or interests to a group.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others</li> </ul> <p>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
INDICATOR	ECSQ-PK.AL.6.8.	<p>Successfully develop and keep friendships.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships d. Makes friends</li> </ul> <p>Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while</p>
INDICATOR	ECSQ-PK.AL.6.9.	<p>Participate successfully as group members.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others</li> </ul> <p>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
INDICATOR	ECSQ-PK.AL.6.10.	<p>Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms and communities.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 29 Demonstrates knowledge about self</li> </ul>



STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.AL.	Approaches to Learning
GRADE LEVEL EXPECTATION		Subdomain: Social Dispositions
EXPECTATION	ECSQ-PK.AL.7.	Early Learning Expectation: Respect for Self and Others — Mental and Behavioral Health. Children exhibit a growing regard for one's mind and capacity to learn; demonstrate the capacity of consideration for others; show a growing capacity to self-regulate and demonstrate self-efficacy.
INDICATOR	ECSQ-PK.AL.7.1.	<p>Show increasing respect for the rights of others.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others</li> </ul> <p>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
INDICATOR	ECSQ-PK.AL.7.2.	<p>Extend offers (gestures, words) of help to peers or adults, to help them feel that they belong to the group.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships c. Interacts with peers</li> </ul> <p>Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
INDICATOR	ECSQ-PK.AL.7.3.	<p>Cope with stress in a reasonable and age appropriate way. Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p>
INDICATOR	ECSQ-PK.AL.7.4.	<p>Use positive communication and behaviors (do not mock, belittle, or exclude others).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships c. Interacts with peers</li> </ul> <p>Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
INDICATOR	ECSQ-PK.AL.7.5.	<p>Resolve (or attempt to resolve) conflicts respectfully.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems</li> </ul> <p>Objective 3b.6 Suggest solutions to social problems</p>

INDICATOR	ECSQ-PK.AL.7.6.	Increasingly develop greater self-awareness; identify their own interests and strengths. Can be comfortable choosing to be alone.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
INDICATOR	ECSQ-PK.AL.7.7.	Demonstrate the ability to care. Can respond with sensitivity or sincerity, later empathy.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
INDICATOR	ECSQ-PK.AL.7.8.	Can resist and effectively respond to inappropriate peer pressure (as age appropriate).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	ECSQ-PK.AL.7.9.	Demonstrate positive feelings about their own gender, family, race, culture and language.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
INDICATOR	ECSQ-PK.AL.7.10.	Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	ECSQ-PK.AL.7.11.	Demonstrate a reasonable self-perception of confidence, can make choices and explain discoveries.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.AL.	Approaches to Learning
GRADE LEVEL EXPECTATION		Subdomain: Social Dispositions
EXPECTATION	ECSQ-PK.AL.8.	Early Learning Expectation: Responsibility-Ethical Actions. Children are becoming accountable or reliable for their actions to self and others.

INDICATOR	ECSQ-PK.AL.8.1.	<p>Contribute to the community (classroom, school, neighborhood) as age appropriate.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others</li> </ul> <p><b>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</b></p>
INDICATOR	ECSQ-PK.AL.8.2.	<p>Grow in understanding of the need for rules and boundaries in their learning and social environments.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others</li> </ul> <p><b>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</b></p>
INDICATOR	ECSQ-PK.AL.8.3.	<p>Show an increasing ability to follow simple, clear and consistent directions and rules.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations</li> </ul> <p><b>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</b></p>
INDICATOR	ECSQ-PK.AL.8.4.	<p>Begin to take action to fix their mistakes, solve problems with materials and resolve conflicts with others; do not blame others inappropriately.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p><b>Objective 1c.8 Takes responsibility for own well-being</b></p>
INDICATOR	ECSQ-PK.AL.8.5.	<p>Take initiative to do something positive to contribute to their community (family, classroom, school, neighborhood) as age appropriate.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p><b>Objective 1c.8 Takes responsibility for own well-being</b></p>
INDICATOR	ECSQ-PK.AL.8.6.	<p>Increase understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 27 Demonstrates knowledge of Earth's environment</li> </ul>

INDICATOR	ECSQ-PK.AL.8.7.	Use materials purposefully, safely and respectfully more of the time.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	ECSQ-PK.AL.8.8.	Respect the property of others and that of the community.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.CA.	Creative Arts (CA)
GRADE LEVEL EXPECTATION	ECSQ-PK.CA.1.	Early Learning Expectation: Visual Arts. Children show how they feel, what they think, and what they are learning through experiences in the visual arts.
EXPECTATION	ECSQ-PK.CA.1.1.	Use their own ideas to draw, paint, mold, and build with a variety of art materials (e.g., paint, clay, wood, materials from nature such as leaves).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
EXPECTATION	ECSQ-PK.CA.1.2.	Begin to plan and carry out projects and activities with increasing persistence.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
EXPECTATION	ECSQ-PK.CA.1.3.	Begin to show growing awareness and use of artistic elements (e.g., line, shape, color, texture, form).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
EXPECTATION	ECSQ-PK.CA.1.4.	Create representations that contain increasing detail.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.CA.	Creative Arts (CA)
GRADE LEVEL EXPECTATION	ECSQ-PK.CA.2.	Early Learning Expectation: Instrumental and Vocal Music. Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.

EXPECTATION	ECSQ-PK.CA.2.1.	Participate in musical activities (e.g., listening, singing, finger plays, singing games, and simple performances) with others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 34 Explores musical concepts and expression
EXPECTATION	ECSQ-PK.CA.2.2.	Begin to understand that music comes in a variety of musical styles.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 34 Explores musical concepts and expression
EXPECTATION	ECSQ-PK.CA.2.3.	Begin to understand and demonstrate the components of music (e.g., tone, pitch, beat, rhythm, melody).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 34 Explores musical concepts and expression
EXPECTATION	ECSQ-PK.CA.2.4.	Become more familiar with and experiment with a variety of musical instruments.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 34 Explores musical concepts and expression
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.CA.	Creative Arts (CA)
GRADE LEVEL EXPECTATION	ECSQ-PK.CA.3.	Early Learning Expectation: Movement and Dance. Children show how they feel, what they think, and what they are learning through movement and dance experiences.
EXPECTATION	ECSQ-PK.CA.3.1.	Can respond to selected varieties of music, literature, or vocal tones to express their feelings and ideas through creative movement.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 35 Explores dance and movement concepts
EXPECTATION	ECSQ-PK.CA.3.2.	Begin to show awareness of contrast through use of dance elements (e.g., time: fast/slow; space: high/middle/low; energy: hard/soft).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 35 Explores dance and movement concepts
EXPECTATION	ECSQ-PK.CA.3.3.	Begin to identify and create movement in place and through space.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 35 Explores dance and movement concepts
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.CA.	Creative Arts (CA)
GRADE LEVEL EXPECTATION	ECSQ-PK.CA.4.	Early Learning Expectation: Dramatic Play. Children show how they feel, what they think, and what they are learning through dramatic play.

EXPECTATION	ECSQ-PK.CA.4.1.	Grow in the ability to pretend and to use objects as symbols for other things.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 36 Explores drama through actions and language
EXPECTATION	ECSQ-PK.CA.4.2.	Use dramatic play to represent concepts, understand adult roles, characters, and feelings.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 36 Explores drama through actions and language
EXPECTATION	ECSQ-PK.CA.4.3.	Begin to understand components of dramatic play (e.g., setting, prop, costume, voice).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 36 Explores drama through actions and language
EXPECTATION	ECSQ-PK.CA.4.4.	Contribute ideas and offer suggestions to build the dramatic play theme.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 36 Explores drama through actions and language
EXPECTATION	ECSQ-PK.CA.4.5.	Begin to differentiate between fantasy and reality.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 36 Explores drama through actions and language
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.CA.	Creative Arts (CA)
GRADE LEVEL EXPECTATION	ECSQ-PK.CA.5.	Early Learning Expectation: Aesthetic Appreciation. Children develop rich and rewarding aesthetic lives.
EXPECTATION	ECSQ-PK.CA.5.1.	Develop healthy self-concepts through creative arts experiences.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
EXPECTATION	ECSQ-PK.CA.5.2.	Show eagerness and pleasure when approaching learning through the creative arts.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
EXPECTATION	ECSQ-PK.CA.5.3.	Show growing satisfaction with their own creative work and growing respect for the creative work of others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts

EXPECTATION	ECSQ-PK.CA.5.4.	Can use alternative forms of art to express themselves depending on the avenues available to them (e.g., through the visual arts, if hearing impaired; through listening to music, if physically impaired).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression
EXPECTATION	ECSQ-PK.CA.5.5.	Are comfortable sharing their ideas and work with others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
EXPECTATION	ECSQ-PK.CA.5.6.	Use the creative arts to express their view of the world.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
EXPECTATION	ECSQ-PK.CA.5.7.	Begin to develop their own preferences for stories, poems, illustrations, forms of music, and other works of art.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
EXPECTATION	ECSQ-PK.CA.5.8.	Begin to appreciate their artistic heritage and that of other cultures.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
EXPECTATION	ECSQ-PK.CA.5.9.	Can talk about their creations with peers and adults.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
EXPECTATION	ECSQ-PK.CA.5.10.	Begin to develop creative arts vocabulary.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.LL.	Language and Early Literacy Development (LL)
GRADE LEVEL EXPECTATION	ECSQ-PK.LL.1.	Early Learning Expectation: Emergent Reading. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.
EXPECTATION	ECSQ-PK.LL.1.A.	In comprehension strategies:



INDICATOR	ECSQ-PK.LL.1.A.1.	<p>Retell a few important events and ideas they have heard from written materials (e.g., in stories and in books about things and events).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts</li> </ul> <p>Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</p>
INDICATOR	ECSQ-PK.LL.1.A.2.	<p>Enlarge their vocabularies both with words from conversation and instructional materials and activities.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</li> </ul> <p>Objective 9a.7 Emerging to 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p>
INDICATOR	ECSQ-PK.LL.1.A.3.	<p>Use different strategies for understanding written materials (e.g., making predictions using what they already know, using the structure of texts, linking themselves and their experiences to the written materials, asking relevant questions).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
INDICATOR	ECSQ-PK.LL.1.A.4.	<p>Demonstrate reading-like behaviors with familiar written materials [i.e., moving from labeling pictures to creating connected stories using book language (e.g., “Once upon a time ... ”); using patterns and vocabulary that occur in printed material to making use of printed text (e.g., trying out what one is learning about words and sounds)].</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills</li> </ul> <p>Objective 18b.6 Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation</p>



INDICATOR	ECSQ-PK.LL.1.A.5.	<p>Talk about preferences for favorite authors, kinds of books, and topics and question the content and author's choices (critical literacy).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.LL.	Language and Early Literacy Development (LL)
GRADE LEVEL EXPECTATION	ECSQ-PK.LL.1.	Early Learning Expectation: Emergent Reading. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.
EXPECTATION	ECSQ-PK.LL.1.B.	In print and alphabetic knowledge:
INDICATOR	ECSQ-PK.LL.1.B.1.	<p>Show progress in identifying and associating letters with their names and sounds.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters</li> </ul> <p>Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name</p>
INDICATOR	ECSQ-PK.LL.1.B.2.	<p>Recognize a few personally meaningful words including their own name, “mom,” “dad,” signs, and other print in their environment.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text</li> </ul> <p>Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word</p>
INDICATOR	ECSQ-PK.LL.1.B.3.	<p>Participate in play activities with sounds (e.g., rhyming games, finger plays).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <p>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme</p> <p>Objective 15a.2 Joins in rhyming songs and games</p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration</li> </ul> <p>Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.LL.	Language and Early Literacy Development (LL)

GRADE LEVEL EXPECTATION	ECSQ-PK.LL.1.	Early Learning Expectation: Emergent Reading. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.
EXPECTATION	ECSQ-PK.LL.1.C.	In concepts about reading:
INDICATOR	ECSQ-PK.LL.1.C.1.	Understand that ideas can be written and then read by others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
INDICATOR	ECSQ-PK.LL.1.C.2.	Understand print and book handling concepts including directionality, title, etc.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.4 Indicates where to start reading and the direction to follow
INDICATOR	ECSQ-PK.LL.1.C.3.	Understand that people read for many purposes (e.g., enjoyment, information, to understand directions).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
INDICATOR	ECSQ-PK.LL.1.C.4.	Understand that printed materials have various forms and functions (e.g., signs, labels, notes, letters, types).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
INDICATOR	ECSQ-PK.LL.1.C.5.	Develop an understanding of the roles of authors and illustrators.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.LL.	Language and Early Literacy Development (LL)
GRADE LEVEL EXPECTATION	ECSQ-PK.LL.2.	Early Learning Expectation: Writing Skills. Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.

EXPECTATION	ECSQ-PK.LL.2.1.	<p>Begin to understand that their ideas can be written and then read by themselves or others.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information  <b>Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message</b></p>
EXPECTATION	ECSQ-PK.LL.2.2.	<p>Use a variety of forms of early writing (e.g., scribbling, drawing, use of letter strings, copied environmental print) and move toward the beginning of phonetic and/or conventional spelling.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information  <b>Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message</b></p>
EXPECTATION	ECSQ-PK.LL.2.3.	<p>Begin to develop an understanding of purposes for writing (e.g., lists, directions, stories, invitations, labels).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information  <b>Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message</b></p>
EXPECTATION	ECSQ-PK.LL.2.4.	<p>Represent their own or imaginary experiences through writing (with/without illustrations).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information  <b>Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message</b></p>
EXPECTATION	ECSQ-PK.LL.2.5.	<p>Begin to write familiar words such as their own name.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 19 Demonstrates writing skills a. Writes name  <b>Objective 19a.10 Writes partially accurate first name</b></p>
EXPECTATION	ECSQ-PK.LL.2.6.	<p>Attempt to read or pretend to read what they have written to friends, family members, and others.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information  <b>Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message</b></p>

EXPECTATION	ECSQ-PK.LL.2.7.	<p>Show beginnings of a sense of the need to look over and modify their writings and drawings (e.g., adding to picture or writing).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</li> </ul> <p>Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message</p>
EXPECTATION	ECSQ-PK.LL.2.8.	<p>Develop greater control over the physical skills needed to write letters and numbers.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools</li> </ul> <p>Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.LL.	Language and Early Literacy Development (LL)
GRADE LEVEL EXPECTATION	ECSQ-PK.LL.3.	Early Learning Expectation: Spoken Language: Expressive. Children develop abilities to express themselves clearly and communicate ideas to others.
EXPECTATION	ECSQ-PK.LL.3.1.	<p>Use spoken language for a variety of purposes (e.g., to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</li> </ul> <p>Objective 9a.6 Describes and tells the use of many familiar items</p>
EXPECTATION	ECSQ-PK.LL.3.2.	<p>Show increasing comfort and confidence when speaking.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs b. Speaks clearly</li> </ul> <p>Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words</p>
EXPECTATION	ECSQ-PK.LL.3.3.	<p>Experiment and play with sounds (e.g., rhyming, alliteration, playing with sounds, and other aspects of phonological awareness).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme</li> </ul> <p>Objective 15a.6 Decides whether two words rhyme</p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration</li> </ul> <p>Objective 15b.6 Matches beginning sounds of some words</p>

EXPECTATION	ECSQ-PK.LL.3.4.	<p>Continue to develop vocabulary by using words learned from stories and other sources in conversations.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</li> </ul> <p>Objective 9a.7 Emerging to 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p>
EXPECTATION	ECSQ-PK.LL.3.5.	<p>Speak in increasingly more complex combinations of words and in sentences.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar</li> </ul> <p>Objective 9c.6 Uses complete, four- to six-word sentences</p>
EXPECTATION	ECSQ-PK.LL.3.6.	<p>Understand the roles of the participants in conversation (e.g., taking turns in conversation and relating their own comments to what is being talked about; asking relevant questions).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language</li> </ul> <p>Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
EXPECTATION	ECSQ-PK.LL.3.7.	<p>Take part in different kinds of roles as a speaker (e.g., part of a group discussion, role playing, fantasy play, storytelling and retelling).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language</li> </ul> <p>Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
EXPECTATION	ECSQ-PK.LL.3.8.	<p>Use nonverbal expressions and gestures to match and reinforce spoken expression.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language</li> </ul> <p>Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>

EXPECTATION	ECSQ-PK.LL.3.9.	<p>Show progress in speaking both their home language and English (if non-English-speaking children).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary  Objective 9a.6 Describes and tells the use of many familiar items</p>
EXPECTATION	ECSQ-PK.LL.3.10.	<p>If appropriate, show progress in learning alternative communication strategies such as sign language.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary  Objective 9a.6 Describes and tells the use of many familiar items</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.LL.	Language and Early Literacy Development (LL)
GRADE LEVEL EXPECTATION	ECSQ-PK.LL.4.	Early Learning Expectation: Spoken Language: Receptive. Children grow in their capacity to use effective listening skills and understand what is said to them.
EXPECTATION	ECSQ-PK.LL.4.1.	<p>Gain information from listening (e.g., to conversations, stories, songs, poems).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 8 Listens to and understands increasingly complex language a. Comprehends language  Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
EXPECTATION	ECSQ-PK.LL.4.2.	<p>Show progress in listening to and following spoken directions.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 8 Listens to and understands increasingly complex language b. Follows directions  Objective 8b.8 Follows detailed, instructional, multistep directions</p>
EXPECTATION	ECSQ-PK.LL.4.3.	<p>Show progress in listening attentively, avoiding interrupting others, learning to be respectful.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language  Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>

EXPECTATION	ECSQ-PK.LL.4.4.	<p>Respond with understanding to speech directed at them.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
EXPECTATION	ECSQ-PK.LL.4.5.	<p>Understand the concept and role of an audience (e.g., being part of an audience, being quiet, being considerate, looking at the speaker).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language</li> </ul> <p>Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
EXPECTATION	ECSQ-PK.LL.4.6.	<p>Understand and respond appropriately to non-verbal expressions and gestures.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
EXPECTATION	ECSQ-PK.LL.4.7.	<p>Show progress in listening to and understanding both their home language and English (if non-English-speaking children).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.LL.	Language and Early Literacy Development (LL)
GRADE LEVEL EXPECTATION	ECSQ-PK.LL.5.	Early Learning Expectation: Viewing Images and Other Media Materials. Children begin to develop strategies that assist them in viewing a variety of images and multimedia materials effectively and critically.



EXPECTATION	ECSQ-PK.LL.5.1.	<p>View images and other media materials for a variety of purposes (e.g., to gain information, for pleasure, to add to their understanding of written materials, for visual cues or creative purposes).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <p><b>Objective 17a.8 Uses various types of books for their intended purposes</b></p>
EXPECTATION	ECSQ-PK.LL.5.2.	<p>Use different strategies for understanding various media (e.g., making predictions using what they already know, using the structure of the image or media, linking themselves and their experiences to the content, asking relevant questions).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p><b>Objective 18a.7 Emerging to 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points</b></p>
EXPECTATION	ECSQ-PK.LL.5.3.	<p>Begin to compare information across sources and discriminate between fantasy and reality.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <p><b>Objective 17a.8 Uses various types of books for their intended purposes</b></p>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.LL.	Language and Early Literacy Development (LL)
GRADE LEVEL EXPECTATION	ECSQ-PK.LL.6.	Early Learning Expectation: Positive Attitudes about Literacy. Children develop positive attitudes about themselves as literate beings — as readers, writers, speakers, viewers, and listeners.
EXPECTATION	ECSQ-PK.LL.6.1.	<p>Choose to read, write, listen, speak, and view for enjoyment and information, and to expand their curiosity.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p><b>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</b></p>



EXPECTATION	ECSQ-PK.LL.6.2.	<p>Demonstrate emotion from literacy experiences (e.g. laughter, concern, curiosity).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
EXPECTATION	ECSQ-PK.LL.6.3.	<p>Make connections with situations or events, people or stories.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences b. Makes connections</li> </ul> <p>Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation</p>
EXPECTATION	ECSQ-PK.LL.6.4.	<p>Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking</li> </ul> <p>Objective 11e.6 Changes plans if a better idea is thought of or proposed</p>
EXPECTATION	ECSQ-PK.LL.6.5.	<p>Show growth in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.LL.	Language and Early Literacy Development (LL)
GRADE LEVEL EXPECTATION	ECSQ-PK.LL.7.	Early Learning Expectation: Diversity of Communication. Children begin to understand that communication is diverse and that people communicate in a variety of ways.
EXPECTATION	ECSQ-PK.LL.7.1.	<p>Understand that some people communicate in different languages and other forms of English.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 30 Shows basic understanding of people and how they live</li> </ul>
EXPECTATION	ECSQ-PK.LL.7.2.	<p>Become aware of the value of the language used in their homes.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 29 Demonstrates knowledge about self</li> </ul>

EXPECTATION	ECSQ-PK.LL.7.3.	Become aware of alternate and various forms of communication (e.g., Braille, sign language, lip reading, digital communication tablets).  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 30 Shows basic understanding of people and how they live</b>
EXPECTATION	ECSQ-PK.LL.7.4.	Begin to understand the value and enjoyment of being able to communicate in more than one language or form of communication.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 30 Shows basic understanding of people and how they live</b>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.DLL.	Dual Language Learning (DLL)
GRADE LEVEL EXPECTATION	ECSQ-PK.DLL.1.	Early Learning Expectation: Receptive English Language Skills. Children demonstrate an increasing ability to comprehend or understand the English language at an appropriate developmental level.
EXPECTATION	ECSQ-PK.DLL.1.1.	Observe peers and adults with increasing attention to understand language and intent.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 37 Demonstrates progress in listening to and understanding English</b> <b>Objective 37.2 Observes others as they converse in English during play or other small group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</b>
EXPECTATION	ECSQ-PK.DLL.1.2.	Respond with non-verbal actions and basic English words or phrases to communicate.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 37 Demonstrates progress in listening to and understanding English</b> <b>Objective 37.4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids</b>
EXPECTATION	ECSQ-PK.DLL.1.3.	Demonstrate increased understanding of simple words and phrases used in daily routines or content studies.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 37 Demonstrates progress in listening to and understanding English</b> <b>Objective 37.6 Responds to words and phrases in English when they are not accompanied by gestures or other visual aids</b>
EXPECTATION	ECSQ-PK.DLL.1.4.	Increase understanding of multiple meanings of words.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 37 Demonstrates progress in listening to and understanding English</b> <b>Objective 37.8 Understands increasingly complex English phrases used by adults and children</b>

EXPECTATION	ECSQ-PK.DLL.1.5.	Exhibit a growing vocabulary of basic and high-frequency words.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
EXPECTATION	ECSQ-PK.DLL.1.6.	Demonstrate a beginning of phonological awareness and phonics.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 38 Demonstrates progress in speaking English Objective 38.2 Repeats sounds and words in English, sometimes very quietly
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.DLL.	Dual Language Learning (DLL)
GRADE LEVEL EXPECTATION	ECSQ-PK.DLL.2.	Early Learning Expectation: Expressive English Language Skills. Children demonstrate an increasing ability to speak or use English at an appropriate developmental level.
EXPECTATION	ECSQ-PK.DLL.2.1.	Express basic needs using common words or phrases in English.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
EXPECTATION	ECSQ-PK.DLL.2.2.	Participate with peers and adults in simple exchanges in English.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
EXPECTATION	ECSQ-PK.DLL.2.3.	As age appropriate, attempt to use longer sentences or phrases in English.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 38 Demonstrates progress in speaking English Objective 38.6 Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
EXPECTATION	ECSQ-PK.DLL.2.4.	Continue to use and build home language as needed to build understanding of words and concepts in second language.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten

STANDARD	ECSQ-PK.DLL.	Dual Language Learning (DLL)
GRADE LEVEL EXPECTATION	ECSQ-PK.DLL.3.	Early Learning Expectation: Engagement in English Literacy Activities. Children demonstrate increased understanding and response to books, storytelling, and songs presented in English and increased participation in English literacy activities.
EXPECTATION	ECSQ-PK.DLL.3.1.	Demonstrate increasing attention to stories and book reading.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
EXPECTATION	ECSQ-PK.DLL.3.2.	Name or recall characters in stories.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
EXPECTATION	ECSQ-PK.DLL.3.3.	Use both verbal and nonverbal methods to demonstrate understanding as early literacy skills also increase.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
EXPECTATION	ECSQ-PK.DLL.3.4.	Begin to talk about books, stories, make predictions or take a guess about the book.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 38 Demonstrates progress in speaking English Objective 38.6 Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.DLL.	Dual Language Learning (DLL)
GRADE LEVEL EXPECTATION	ECSQ-PK.DLL.4.	Early Learning Expectation: Engagement in Writing. Children demonstrate an increasing ability to write words or engage in early stages of writing in English.
EXPECTATION		Alphabet
INDICATOR	ECSQ-PK.DLL.4.1.	Engage in early drawing or emergent writing attempts.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message

INDICATOR	ECSQ-PK.DLL.4.2.	Copy letters of the English alphabet as age appropriate.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.DLL.	Dual Language Learning (DLL)
GRADE LEVEL EXPECTATION	ECSQ-PK.DLL.4.	Early Learning Expectation: Engagement in Writing. Children demonstrate an increasing ability to write words or engage in early stages of writing in English.
EXPECTATION		Words
INDICATOR	ECSQ-PK.DLL.4.3.	Write or copying important words (name, friends, and family).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
INDICATOR	ECSQ-PK.DLL.4.4.	Write name using a capital letter at the beginning.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.10 Writes partially accurate first name
INDICATOR	ECSQ-PK.DLL.4.5.	Copy words or labels from integrated learning (math, science, arts) experiences.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
INDICATOR	ECSQ-PK.DLL.4.6.	Use drawing and emergent writing together.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.DLL.	Dual Language Learning (DLL)
GRADE LEVEL EXPECTATION	ECSQ-PK.DLL.5.	Early Learning Expectation: Social Interaction. Children interact with peers in play, classroom and social situations using English with increasing ability and comfort; use first language when appropriate and share home culture.

EXPECTATION	ECSQ-PK.DLL.5.1.	Demonstrate and also accept positive verbal and non-verbal interactions from peers.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.DLL.	Dual Language Learning (DLL)
GRADE LEVEL EXPECTATION	ECSQ-PK.DLL.5.	Early Learning Expectation: Social Interaction. Children interact with peers in play, classroom and social situations using English with increasing ability and comfort; use first language when appropriate and share home culture.
EXPECTATION		In English:
INDICATOR	ECSQ-PK.DLL.5.2.	Engage with the teacher and others in a positive manner.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests
INDICATOR	ECSQ-PK.DLL.5.3.	Communicate emotions appropriately and beginning to label feelings.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
INDICATOR	ECSQ-PK.DLL.5.4.	Show both verbal and non-verbal attempts to participate with peers.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.DLL.	Dual Language Learning (DLL)
GRADE LEVEL EXPECTATION	ECSQ-PK.DLL.5.	Early Learning Expectation: Social Interaction. Children interact with peers in play, classroom and social situations using English with increasing ability and comfort; use first language when appropriate and share home culture.
EXPECTATION		In the First Language:
INDICATOR	ECSQ-PK.DLL.5.5.	Write, draw and talk about family and cultural traditions (songs, food, celebrations, etc.).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self

INDICATOR	ECSQ-PK.DLL.5.6.	Demonstrate pride and recognition of first language.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
INDICATOR	ECSQ-PK.DLL.5.7.	Build skills in first language.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.TL.	Technology Literacy-Early Learning in Technology (TL)
GRADE LEVEL EXPECTATION	ECSQ-PK.TL.1.	Early Learning Expectation: Creativity and Innovation. Children use a variety of developmentally appropriate digital tools to learn and create.
EXPECTATION	ECSQ-PK.TL.1.1.	Can describe and creatively use a variety of technological tools independently or with peer or adult help.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks
EXPECTATION	ECSQ-PK.TL.1.2.	Understand that technology tools can be used throughout the day.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks
EXPECTATION	ECSQ-PK.TL.1.3.	Understand that different technology tools have different uses, including communicating feelings and ideas.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.TL.	Technology Literacy-Early Learning in Technology (TL)
GRADE LEVEL EXPECTATION	ECSQ-PK.TL.2.	Early Learning Expectation: Communication and Collaboration. Children work together when using developmentally appropriate digital tools.
EXPECTATION	ECSQ-PK.TL.2.1.	Respond to other children's technology products vocally or within the technology tool.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks
EXPECTATION	ECSQ-PK.TL.2.2.	Work with one or more other children to plan and create a product with a technology tool.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks





STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.TL.	Technology Literacy-Early Learning in Technology (TL)
GRADE LEVEL EXPECTATION	ECSQ-PK.TL.3.	Early Learning Expectation: Research and Information Literacy. With adult support and supervision, children interact with developmentally appropriate Internet based resources. With adult support, children use developmentally appropriate digital resources to locate and use information relating to a topic under study.
EXPECTATION	ECSQ-PK.TL.3.1.	Begin to be able to navigate developmentally appropriate websites.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks
EXPECTATION	ECSQ-PK.TL.3.2.	Understand that the internet can be used to locate information as well as for entertainment.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks
EXPECTATION	ECSQ-PK.TL.3.3.	Respond to information found on the internet in developmentally appropriate ways (e.g., tell what they learned, draw a picture, use the information to accomplish a task).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.TL.	Technology Literacy-Early Learning in Technology (TL)
GRADE LEVEL EXPECTATION	ECSQ-PK.TL.4.	Early Learning Expectation: Critical Thinking, Problem Solving, and Decision Making. Children can explain some ways that technology can be used to solve problems.
EXPECTATION	ECSQ-PK.TL.4.1.	Talk, ask questions, solve problems and share ideas with peers and adults, when using computers and other technology tools.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks
EXPECTATION	ECSQ-PK.TL.4.2.	When faced with a problem, suggest the use of technology tool to solve the problem (e.g., take a picture of a block creation to show parents, find out the size of a dinosaur).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.TL.	Technology Literacy-Early Learning in Technology (TL)
GRADE LEVEL EXPECTATION	ECSQ-PK.TL.5.	Early Learning Expectation: Digital Citizenship. Children begin to understand how technology can be used appropriately or inappropriately.



EXPECTATION	ECSQ-PK.TL.5.1.	<p>Begin to state and follow rules for safe use of the computer and other technology tools.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 28 Uses tools and other technology to perform tasks</li> </ul>
EXPECTATION	ECSQ-PK.TL.5.2.	<p>Begin to understand how technology can be used inappropriately (e.g., using another's cell phone without permission, using the Internet without supervision).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 28 Uses tools and other technology to perform tasks</li> </ul>
EXPECTATION	ECSQ-PK.TL.5.3.	<p>Identify the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 28 Uses tools and other technology to perform tasks</li> </ul>
EXPECTATION	ECSQ-PK.TL.5.4.	<p>Identify personal information that should not be shared on the Internet or the phone (e.g., name, address, phone).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 28 Uses tools and other technology to perform tasks</li> </ul>
EXPECTATION	ECSQ-PK.TL.5.5.	<p>Know to use the computer only when an adult is supervising and to inform a trusted adult if anything on the Internet creates discomfort.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 28 Uses tools and other technology to perform tasks</li> </ul>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.TL.	Technology Literacy-Early Learning in Technology (TL)
GRADE LEVEL EXPECTATION	ECSQ-PK.TL.6.	Early Learning Expectation: Technology Operations and Concepts. Children begin to learn to use and talk about technology tools appropriately.
EXPECTATION	ECSQ-PK.TL.6.1.	<p>Can follow simple directions to use common technology tools.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 28 Uses tools and other technology to perform tasks</li> </ul>
EXPECTATION	ECSQ-PK.TL.6.2.	<p>Recognize and name the major parts of a computer and other devices.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 28 Uses tools and other technology to perform tasks</li> </ul>
EXPECTATION	ECSQ-PK.TL.6.3.	<p>Understand the need for and demonstrate basic care for technology equipment.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 28 Uses tools and other technology to perform tasks</li> </ul>

EXPECTATION	ECSQ-PK.TL.6.4.	Use adaptive devices to operate a software program as necessary.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.SEP.	Social, Emotional and Physical Health and Development (SEP)
GRADE LEVEL EXPECTATION		Social and Emotional Development and Health
EXPECTATION	ECSQ-PK.SEP.1.	Early Learning Expectation: Understanding of Self. Children develop and exhibit a healthy sense of self.
INDICATOR	ECSQ-PK.SEP.1.1.	Show an emerging sense of self-awareness.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
INDICATOR	ECSQ-PK.SEP.1.2.	Continue to develop personal preferences.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
INDICATOR	ECSQ-PK.SEP.1.3.	Demonstrate growing confidence in expressing their feelings, needs and opinions.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	ECSQ-PK.SEP.1.4.	Become increasingly more independent.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	ECSQ-PK.SEP.1.5.	Recognize and have positive feelings about their own gender, family, race, culture and language.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
INDICATOR	ECSQ-PK.SEP.1.6.	Identify a variety of feelings and moods (in themselves and others).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten



STANDARD	ECSQ-PK.SEP.	Social, Emotional and Physical Health and Development (SEP)
GRADE LEVEL EXPECTATION		Social and Emotional Development and Health
EXPECTATION	ECSQ-PK.SEP.2.	Early Learning Expectation: Expressing Emotions. Children show increasing ability to regulate how they express their emotions.
INDICATOR	ECSQ-PK.SEP.2.1.	<p>Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p><b>Objective 1a.6 Is able to look at a situation differently or delay gratification</b></p>
INDICATOR	ECSQ-PK.SEP.2.2.	<p>Grow in their ability to follow simple, clear, and consistent directions and rules.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations</li> </ul> <p><b>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</b></p>
INDICATOR	ECSQ-PK.SEP.2.3.	<p>Use materials purposefully, safely, and respectfully more and more of the time.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p><b>Objective 1c.8 Takes responsibility for own well-being</b></p>
INDICATOR	ECSQ-PK.SEP.2.4.	<p>Begin to know when and how to seek help from an adult or peer.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p><b>Objective 1c.8 Takes responsibility for own well-being</b></p>
INDICATOR	ECSQ-PK.SEP.2.5.	<p>Manage transitions and follow routines most of the time.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations</li> </ul> <p><b>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</b></p>
INDICATOR	ECSQ-PK.SEP.2.6.	<p>Can adapt to different environments.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations</li> </ul> <p><b>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</b></p>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten

STANDARD	ECSQ-PK.SEP.	Social, Emotional and Physical Health and Development (SEP)
GRADE LEVEL EXPECTATION		Social and Emotional Development and Health
EXPECTATION	ECSQ-PK.SEP.3.	Early Learning Expectation: Relationships with Others. Children develop healthy relationships with other children and adults.
INDICATOR	ECSQ-PK.SEP.3.1.	<p>Increase their ability to initiate and sustain age-appropriate interactions with peers and adults.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults</li> <li>Objective 2a.8 Engages with trusted adults as resources and to share mutual interests</li> <li>• Objective 2 Establishes and sustains positive relationships c. Interacts with peers</li> <li>Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</li> </ul>
INDICATOR	ECSQ-PK.SEP.3.2.	<p>Begin to develop and practice the use of problem-solving and conflict resolution skills.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems</li> <li>Objective 3b.6 Suggest solutions to social problems</li> </ul>
INDICATOR	ECSQ-PK.SEP.3.3.	<p>Recognize similarities and differences in people (gender, family, race, culture, language).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 30 Shows basic understanding of people and how they live</li> </ul>
INDICATOR	ECSQ-PK.SEP.3.4.	<p>Increase their capacity to take another's perspective.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues</li> <li>Objective 2b.7 Emerging to 2b.8 Recognizes that others' feelings about a situation might be different from his own</li> </ul>
INDICATOR	ECSQ-PK.SEP.3.5.	<p>Show increasing respect for the rights of others.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others</li> <li>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</li> </ul>

INDICATOR	ECSQ-PK.SEP.3.6.	<p>Show progress in developing and keeping friendships.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 2 Establishes and sustains positive relationships d. Makes friends  Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while</p>
INDICATOR	ECSQ-PK.SEP.3.7.	<p>Participate successfully as a group member.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others  Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
INDICATOR	ECSQ-PK.SEP.3.8.	<p>Demonstrate an increasing sense of belonging and awareness of their role as a member of a family, classroom, and community.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others  Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.SEP.	Social, Emotional and Physical Health and Development (SEP)
GRADE LEVEL EXPECTATION		Physical Development
EXPECTATION	ECSQ-PK.SEP.4.	Early Learning Expectation: Body Control and Activity. Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.
INDICATOR	ECSQ-PK.SEP.4.1.	<p>Begin to recognize and learn the names of body parts.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 29 Demonstrates knowledge about self</p>
INDICATOR	ECSQ-PK.SEP.4.2.	<p>Begin to understand spatial awareness for themselves, others, and their environment.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 4 Demonstrates traveling skills  Objective 4.8 Coordinates increasingly complex movements in play and games</p>
INDICATOR	ECSQ-PK.SEP.4.3.	<p>Participate actively and on a regular basis, in games, outdoor play, and other forms of vigorous exercise that enhance physical fitness.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 4 Demonstrates traveling skills  Objective 4.8 Coordinates increasingly complex movements in play and games</p>



INDICATOR	ECSQ-PK.SEP.4.4.	Increasingly develops greater self-awareness; identifies his or her own interest and strengths.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 29 Demonstrates knowledge about self</b>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.SEP.	Social, Emotional and Physical Health and Development (SEP)
GRADE LEVEL EXPECTATION		Physical Development
EXPECTATION	ECSQ-PK.SEP.5.	Early Learning Expectation: Gross Motor Development. Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in a variety of both structured and unstructured and planned and spontaneous settings.
INDICATOR	ECSQ-PK.SEP.5.1.	Begin or continue to develop traveling movements such as walking, climbing, running, jumping, hopping, skipping, marching, and galloping.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 4 Demonstrates traveling skills</b> <b>Objective 4.8 Coordinates increasingly complex movements in play and games</b> • <b>Objective 5 Demonstrates balancing skills</b> <b>Objective 5.8 Sustains balance during complex movement experiences</b>
INDICATOR	ECSQ-PK.SEP.5.2.	Show their ability to use different body parts in a rhythmic pattern.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 35 Explores dance and movement concepts</b>
INDICATOR	ECSQ-PK.SEP.5.3.	Show increasing abilities to coordinate movements (e.g., throwing, catching, kicking, bouncing balls, using the slide and swing) in order to build strength, flexibility, balance, and stamina.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 4 Demonstrates traveling skills</b> <b>Objective 4.8 Coordinates increasingly complex movements in play and games</b> • <b>Objective 5 Demonstrates balancing skills</b> <b>Objective 5.8 Sustains balance during complex movement experiences</b> • <b>Objective 6 Demonstrates gross-motor manipulative skills</b> <b>Objective 6.8 Manipulates balls or similar objects with a full range of motion</b>

INDICATOR	ECSQ-PK.SEP.5.4.	<p>Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries (e.g., riding a tricycle or bike, using their bodies in helpful vs. hurtful ways, being a 'leader' in a game).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p><b>Objective 1c.8 Takes responsibility for own well-being</b></p>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.SEP.	Social, Emotional and Physical Health and Development (SEP)
GRADE LEVEL EXPECTATION		Physical Development
EXPECTATION	ECSQ-PK.SEP.6.	Early Learning Expectation: Fine Motor Development. Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.
INDICATOR	ECSQ-PK.SEP.6.1.	<p>Develop and refine motor control and coordination, eye-hand coordination, finger/thumb and whole-hand strength coordination and endurance using a variety of age-appropriate tools (e.g., scissors, pencils, markers, crayons, blocks, putting together puzzles, using a variety of technology).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.8 Uses small, precise finger and hand movements</b></p>
INDICATOR	ECSQ-PK.SEP.6.2.	<p>Use fine motor skills they are learning in daily activities (e.g., dressing themselves).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.8 Uses small, precise finger and hand movements</b></p>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.SEP.	Social, Emotional and Physical Health and Development (SEP)
GRADE LEVEL EXPECTATION		Physical Development
EXPECTATION	ECSQ-PK.SEP.7.	Early Learning Expectation: Positive Activity. Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.
INDICATOR	ECSQ-PK.SEP.7.1.	<p>Learn to cooperate with others through games and other activities and actions that show a growing knowledge of the rights of others.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others</li> </ul> <p><b>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</b></p>



INDICATOR	ECSQ-PK.SEP.7.2.	Take pride in their own abilities and increase self-motivation.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.8 Takes responsibility for own well-being</b>
INDICATOR	ECSQ-PK.SEP.7.3.	Begin to develop an appreciation and respect for the varying physical abilities and capabilities of others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	ECSQ-PK.SEP.7.4.	Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <b>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</b>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.SEP.	Social, Emotional and Physical Health and Development (SEP)
GRADE LEVEL EXPECTATION		Health, Safety and Nutrition
EXPECTATION	ECSQ-PK.SEP.8.	Early Learning Expectation: Healthy Eating. Children become aware of and begin to develop nutritional habits that contribute to good health.
INDICATOR	ECSQ-PK.SEP.8.1.	Grow in their understanding of the importance of eating nutritious meals and snacks at regular intervals, and how this relates to good health.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.8 Takes responsibility for own well-being</b>
INDICATOR	ECSQ-PK.SEP.8.2.	Begin to listen to body signals of hunger and fullness, learn to choose how much to eat at meals and snacks, and are able to convey their needs for food to adults.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.8 Takes responsibility for own well-being</b>



INDICATOR	ECSQ-PK.SEP.8.3.	Use age/developmentally-appropriate eating utensils safely and correctly.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	ECSQ-PK.SEP.8.4.	Become aware of foods that cause allergic reactions for some children and/or other dietary needs or restrictions.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.SEP.	Social, Emotional and Physical Health and Development (SEP)
GRADE LEVEL EXPECTATION		Health, Safety and Nutrition
EXPECTATION	ECSQ-PK.SEP.9.	Early Learning Expectation: Healthy Choices. Children begin to have knowledge about and make age-appropriate healthy choices in daily life.
INDICATOR	ECSQ-PK.SEP.9.1.	Show growing independence in keeping themselves clean, personal care when eating, dressing, washing hands, brushing teeth, use of tissues for nose-blowing (and their disposal), and toileting.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	ECSQ-PK.SEP.9.2.	Grow in understanding of the importance of good health and its relationship to physical activity.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	ECSQ-PK.SEP.9.3.	Talk about ways to prevent spreading germs and diseases to other people.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being

INDICATOR	ECSQ-PK.SEP.9.4.	<p>Develop an understanding of basic oral hygiene.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.8 Takes responsibility for own well-being</p>
INDICATOR	ECSQ-PK.SEP.9.5.	<p>Begin to be able to recognize activities that contribute to the spread of communicable diseases (e.g., sharing of cups, eating utensils, hats, clothing, foods).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.8 Takes responsibility for own well-being</p>
INDICATOR	ECSQ-PK.SEP.9.6.	<p>Can begin to recognize some symptoms of disease or health issues (e.g., a sore throat is not a “sore neck”) and common instruments used in diagnosing disease (e.g., thermometer, x-ray machines).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.8 Takes responsibility for own well-being</p>
INDICATOR	ECSQ-PK.SEP.9.7.	<p>Begin to become aware of activities, substances, and situations that may pose potential hazards to health [e.g., smoking, poisonous materials, edible, non-edible items (e.g., plants/berries), medications (appropriate use of)].</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.8 Takes responsibility for own well-being</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.SEP.	Social, Emotional and Physical Health and Development (SEP)
GRADE LEVEL EXPECTATION		Health, Safety and Nutrition
EXPECTATION	ECSQ-PK.SEP.10.	Early Learning Expectation: Personal Safety. Children recognize that they have a role in preventing accidents or potential emergencies.
INDICATOR	ECSQ-PK.SEP.10.1.	<p>Begin to learn appropriate safety procedures (e.g., in the home, at school, as a pedestrian, outdoors, on the playground, with vehicles, with bicycles, around bodies of water).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.8 Takes responsibility for own well-being</p>



INDICATOR	ECSQ-PK.SEP.10.2.	<p>Identify persons to whom they can turn for help in an emergency situation.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.8 Takes responsibility for own well-being</p>
INDICATOR	ECSQ-PK.SEP.10.3.	<p>Begin to know important facts about themselves (e.g., address, phone number, parent's name).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.8 Takes responsibility for own well-being</p>
INDICATOR	ECSQ-PK.SEP.10.4.	<p>Become aware of issues relative to personal safety (e.g., inappropriate touching, good and bad secrets, learning how to say 'No' to inappropriate touching by any other person, recognizing when to tell an adult about an uncomfortable situation).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.8 Takes responsibility for own well-being</p>
INDICATOR	ECSQ-PK.SEP.10.5.	<p>Begin to learn the correct procedure for self-protection in emergency situations (e.g., tornados, fire, storms, gun fire, chemical spills, avoidance of other's blood and vomit).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.8 Takes responsibility for own well-being</p>
INDICATOR	ECSQ-PK.SEP.10.6.	<p>Begin to try new activities with 'just manageable' risk (e.g., riding a tricycle, climbing safely, jumping, exploring).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.8 Takes responsibility for own well-being</p>
INDICATOR	ECSQ-PK.SEP.10.7.	<p>Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.8 Takes responsibility for own well-being</p>



STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.M.	Early Learning in Mathematics (M)
GRADE LEVEL EXPECTATION	ECSQ-PK.M.1.	Early Learning Expectation: Math Practices. Children begin to develop processes and strategies for solving mathematical problems.
EXPECTATION	ECSQ-PK.M.1.1.	<p>Try to solve problems in their daily lives using mathematics (e.g., how many napkins are needed).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations a. Counts</li> </ul> <p>Objective 20a.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>
EXPECTATION	ECSQ-PK.M.1.2.	<p>Generate new problems from every day mathematical situations and use current knowledge and experience to solve them (e.g., distribute crackers).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations a. Counts</li> </ul> <p>Objective 20a.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>
EXPECTATION	ECSQ-PK.M.1.3.	<p>Begin to develop and use various approaches to problem solving based upon their trial and error experiences.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations a. Counts</li> </ul> <p>Objective 20a.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>
EXPECTATION	ECSQ-PK.M.1.4.	<p>Begin to talk about the processes and procedures they used to solve concrete and simple mathematical situations.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships</li> </ul> <p>Objective 20e.1 Emerging to 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10</p>

EXPECTATION	ECSQ-PK.M.1.5.	<p>Begin to generate problems that involve predicting, collecting, and analyzing information and using simple estimation.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships</li> </ul> <p>Objective 20e.1 Emerging to 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.M.	Early Learning in Mathematics (M)
GRADE LEVEL EXPECTATION	ECSQ-PK.M.2.	Early Learning Expectation: Mathematical Literacy. Children begin to use the language of mathematics by applying emerging skills in representing, discussing, reading, writing, and listening (e.g., by translating a problem or activity into a new form; a picture, diagram, model, symbol, or words).
EXPECTATION	ECSQ-PK.M.2.1.	<p>Participate regularly in informal conversations about mathematical concepts and number relationships.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations b. Quantifies</li> </ul> <p>Objective 20b.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>
EXPECTATION	ECSQ-PK.M.2.2.	<p>Begin to record their work with numbers in a variety of simple concrete and pictorial formats, moving toward some use of number and other mathematical symbols.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations c. Connects numerals with their quantities</li> </ul> <p>Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects</p>
EXPECTATION	ECSQ-PK.M.2.3.	<p>Begin to use symbols to represent real objects and quantities.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations c. Connects numerals with their quantities</li> </ul> <p>Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects</p>
EXPECTATION	ECSQ-PK.M.2.4.	<p>Make progress from matching and recognizing number symbols to reading and writing numerals.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations c. Connects numerals with their quantities</li> </ul> <p>Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects</p>

EXPECTATION	ECSQ-PK.M.2.5.	<p>Talk about their own mathematical explorations and discoveries using simple mathematical language and quantity-related words.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations c. Connects numerals with their quantities</li> </ul> <p><b>Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects</b></p>
EXPECTATION	ECSQ-PK.M.2.6.	<p>Begin to recognize that information comes in many forms and can be organized and displayed in different ways.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures c. Represents and analyzes data</li> </ul> <p><b>Objective 22c.3 Emerging to 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings</b></p>
EXPECTATION	ECSQ-PK.M.2.7.	<p>Begin to describe comparative relationships (e.g., more/less/same number of objects or quantities).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations b. Quantifies</li> </ul> <p><b>Objective 20b.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></p>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.M.	Early Learning in Mathematics (M)
GRADE LEVEL EXPECTATION	ECSQ-PK.M.3.	Early Learning Expectation: Classification and Patterns. Children begin to develop skills of recognizing, comparing and classifying objects, relationships, events and patterns in their environment and in everyday life.
EXPECTATION	ECSQ-PK.M.3.1.	<p>Recognize, describe, copy, extend, and create simple patterns with real objects and through pictures.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 23 Demonstrates knowledge of patterns</li> </ul> <p><b>Objective 23.6 Extends and creates simple repeating patterns</b></p>
EXPECTATION	ECSQ-PK.M.3.2.	<p>Identify patterns in their environment.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 23 Demonstrates knowledge of patterns</li> </ul> <p><b>Objective 23.6 Extends and creates simple repeating patterns</b></p>
EXPECTATION	ECSQ-PK.M.3.3.	<p>Investigate patterns and describe relationships.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 23 Demonstrates knowledge of patterns</li> </ul> <p><b>Objective 23.6 Extends and creates simple repeating patterns</b></p>



EXPECTATION	ECSQ-PK.M.3.4.	<p>Recognize patterns in various formats (e.g., things that can be seen, heard, felt).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 23 Demonstrates knowledge of patterns</li> </ul> <p><b>Objective 23.6 Extends and creates simple repeating patterns</b></p>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.M.	Early Learning in Mathematics (M)
GRADE LEVEL EXPECTATION	ECSQ-PK.M.4.	Early Learning Expectation: Counting and Cardinality. Children extend their understanding of numbers and their relationship to one another and things in the environment.
EXPECTATION	ECSQ-PK.M.4.1.	<p>Develop an increasing interest and awareness of numbers and counting as a means for determining quantity and solving problems.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations a. Counts</li> </ul> <p><b>Objective 20a.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</b></p>
EXPECTATION	ECSQ-PK.M.4.2.	<p>Match, build, compare, and label amounts of objects and events (e.g., birthdays in the week) in their daily lives.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations a. Counts</li> </ul> <p><b>Objective 20a.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</b></p>
EXPECTATION	ECSQ-PK.M.4.3.	<p>Make progress in moving beyond rote counting to an understanding of conceptual counting (e.g., one-to-one correspondence).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations a. Counts</li> </ul> <p><b>Objective 20a.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</b></p>
EXPECTATION	ECSQ-PK.M.4.4.	<p>Recognize and match number symbols for small amounts with the appropriate amounts (e.g., subitizing).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations b. Quantifies</li> </ul> <p><b>Objective 20b.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</b></p>



EXPECTATION	ECSQ-PK.M.4.5.	<p>Show progress in linking number concepts, vocabulary, quantities and written numerals in meaningful ways.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations c. Connects numerals with their quantities</li> </ul> <p>Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects</p>
EXPECTATION	ECSQ-PK.M.4.6.	<p>Show growth in understanding that number words and numerals represent quantities.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations c. Connects numerals with their quantities</li> </ul> <p>Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects</p>
EXPECTATION	ECSQ-PK.M.4.7.	<p>Use cardinal (e.g., one, two) and ordinal (e.g., first, second) numbers in daily home and classroom life.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures c. Represents and analyzes data</li> </ul> <p>Objective 22c.2 Knows a few ordinal numbers</p>
EXPECTATION	ECSQ-PK.M.4.8.	<p>Understand how numbers can be used to label various aspects of their lives (e.g., house number, phone number, ages of classmates).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations c. Connects numerals with their quantities</li> </ul> <p>Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects</p>
EXPECTATION	ECSQ-PK.M.4.9.	<p>Develop an increasing ability to count in sequence up to ten and beyond, typically referred to as “counting on.”</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations a. Counts</li> </ul> <p>Objective 20a.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>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.M.	Early Learning in Mathematics (M)
GRADE LEVEL EXPECTATION	ECSQ-PK.M.5.	Early Learning Expectation: Simple Operations and Beginning Algebraic Thinking. Children begin to develop skills of sorting and organizing information, seeing patterns, and using information to make predictions and solve new problems.

EXPECTATION	ECSQ-PK.M.5.1.	<p>Begin to develop the ability to solve problems involving joining, separating, combining, and comparing amounts when using small quantities of concrete materials.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations b. Quantifies</li> </ul> <p>Objective 20b.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>
EXPECTATION	ECSQ-PK.M.5.2.	<p>Can generate problems that involve predicting, collecting, and analyzing information.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships</li> </ul> <p>Objective 20e.1 Emerging to 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10</p>
EXPECTATION	ECSQ-PK.M.5.3.	<p>Use simple estimation to make better guesses.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations b. Quantifies</li> </ul> <p>Objective 20b.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>
EXPECTATION	ECSQ-PK.M.5.4.	<p>Identify likenesses and differences.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations b. Quantifies</li> </ul> <p>Objective 20b.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>
EXPECTATION	ECSQ-PK.M.5.5.	<p>Can place objects or events in order, according to a given criterion (e.g., color, shape, size, time).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures a. Measures objects</li> </ul> <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
EXPECTATION	ECSQ-PK.M.5.6.	<p>Recognize that the same group can be sorted and classified in more than one way and describe why they would group or sequence in a particular way.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 13 Uses classification skills</li> </ul> <p>Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p>

EXPECTATION	ECSQ-PK.M.5.7.	<p>Begin to understand that simple concrete and representational graphs are ways of collecting, organizing, recording, and describing information.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures c. Represents and analyzes data</li> </ul> <p>Objective 22c.3 Emerging to 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.M.	Early Learning in Mathematics (M)
GRADE LEVEL EXPECTATION	ECSQ-PK.M.6.	Early Learning Expectation: Measuring. Children explore and discover simple ways to measure.
EXPECTATION	ECSQ-PK.M.6.1.	<p>Show awareness that things in their environment can be measured.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures a. Measures objects</li> </ul> <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
EXPECTATION	ECSQ-PK.M.6.2.	<p>Begin to understand concepts of weight.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures a. Measures objects</li> </ul> <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
EXPECTATION	ECSQ-PK.M.6.3.	<p>Show an awareness of the concept of time, beginning with the recognition of time as a sequence of events and how time plays a role in their daily life (e.g., breakfast, snack, lunch, dinner).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures b. Measures time and money</li> </ul> <p>Objective 22b.4 Relates time to daily routines and schedule</p>
EXPECTATION	ECSQ-PK.M.6.4.	<p>Show an awareness of temperature as it affects their daily lives.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures a. Measures objects</li> </ul> <p>Objective 22a.7 Emerging to 22a.8 Uses measurement words and some standard measurement tools accurately</p>

EXPECTATION	ECSQ-PK.M.6.5.	<p>Use beginning skills of estimation in solving everyday measurement problems (e.g., about how many cookies are needed for a small group of children).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures a. Measures objects</li> </ul> <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
EXPECTATION	ECSQ-PK.M.6.6.	<p>Begin to use non-standard measures (e.g., length of hand) for length and area of objects.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures a. Measures objects</li> </ul> <p>Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
EXPECTATION	ECSQ-PK.M.6.7.	<p>Begin to understand that tools (e.g., rulers, scales, counters) can be used to measure properties of objects and amounts.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures a. Measures objects</li> </ul> <p>Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.M.	Early Learning in Mathematics (M)
GRADE LEVEL EXPECTATION	ECSQ-PK.M.7.	Early Learning Expectation: Geometry. Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.
EXPECTATION	ECSQ-PK.M.7.1.	<p>Can make models, draw, name, and/or classify common shapes and verbally describe them in simple terms.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</li> </ul> <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
EXPECTATION	ECSQ-PK.M.7.2.	<p>Investigate and begin to predict the results of combining, subdividing, and changing shapes.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</li> </ul> <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>

EXPECTATION	ECSQ-PK.M.7.3.	<p>Begin to recognize and appreciate geometric shapes in their environment.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</li> </ul> <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
EXPECTATION	ECSQ-PK.M.7.4.	<p>Begin to build an understanding of directionality, order, and positions of objects through the use of words (e.g., up, down, over, under, top, bottom, inside, outside, in front of, behind).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships</li> </ul> <p>Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance</p>
EXPECTATION	ECSQ-PK.M.7.5.	<p>Identify patterns in their environment.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 23 Demonstrates knowledge of patterns</li> </ul> <p>Objective 23.6 Extends and creates simple repeating patterns</p>
EXPECTATION	ECSQ-PK.M.7.6.	<p>Recognize, describe, copy, extend and create simple patterns with real objects and through pictures.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 23 Demonstrates knowledge of patterns</li> </ul> <p>Objective 23.6 Extends and creates simple repeating patterns</p>
EXPECTATION	ECSQ-PK.M.7.7.	<p>Investigate patterns and describe relationships.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 23 Demonstrates knowledge of patterns</li> </ul> <p>Objective 23.6 Extends and creates simple repeating patterns</p>
EXPECTATION	ECSQ-PK.M.7.8.	<p>Recognize patterns in various formats (e.g., things that can be seen, heard, felt).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 23 Demonstrates knowledge of patterns</li> </ul> <p>Objective 23.6 Extends and creates simple repeating patterns</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.S.	Early Learning in Science (S)
GRADE LEVEL EXPECTATION	ECSQ-PK.S.1.	Early Learning Expectation: Observation and Inquiry. Children develop positive attitudes and gain knowledge about science through observation and active play.

EXPECTATION	ECSQ-PK.S.1.1.	Demonstrate curiosity about and interest in their natural environment that leads them to confidently engage in activities related to science.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills
EXPECTATION	ECSQ-PK.S.1.2.	Ask questions related to their own interest and observations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills
EXPECTATION	ECSQ-PK.S.1.3.	Talk about their own predictions, explanations and generalizations based on past and current experiences.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills
EXPECTATION	ECSQ-PK.S.1.4.	Expand their observational skills (e.g., extending the time they observe, being able to describe and confirm their observations by using a variety of resources).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills
EXPECTATION	ECSQ-PK.S.1.5.	Begin to participate in simple investigations (e.g., asking questions manipulating materials; anticipating what might happen next; testing their observations to determine why things happen).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.S.	Early Learning in Science (S)
GRADE LEVEL EXPECTATION	ECSQ-PK.S.2.	Early Learning Expectation: Living and Non-living Things. Children show a beginning awareness of scientific knowledge related to living and non-living things.
EXPECTATION	ECSQ-PK.S.2.1.	Demonstrate a growing ability to collect, talk about, and record information about living and non-living things (e.g., through discussions, drawings).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 25 Demonstrates knowledge of the characteristics of living things • Objective 26 Demonstrates knowledge of the physical properties of objects and materials

EXPECTATION	ECSQ-PK.S.2.2.	<p>Begin to categorize living and non-living things in their environment based on characteristics they can observe (e.g., texture, color, size, shape, temperature, usefulness, weight).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 25 Demonstrates knowledge of the characteristics of living things</li> <li>• Objective 26 Demonstrates knowledge of the physical properties of objects and materials</li> </ul>
EXPECTATION	ECSQ-PK.S.2.3.	<p>Use observation skills to build awareness of plants and animals, their life cycles (e.g., birth, aging, death) and basic needs (e.g., air, food, light, rest).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 25 Demonstrates knowledge of the characteristics of living things</li> </ul>
EXPECTATION	ECSQ-PK.S.2.4.	<p>Begin to describe relationships among familiar plants and animals (e.g., caterpillars eat leaves).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 25 Demonstrates knowledge of the characteristics of living things</li> </ul>
EXPECTATION	ECSQ-PK.S.2.5.	<p>Begin to describe the places in which familiar plants and animals in their neighborhood live (e.g., city, drainage ponds, parks, fields, forests).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 25 Demonstrates knowledge of the characteristics of living things</li> </ul>
EXPECTATION	ECSQ-PK.S.2.6.	<p>Demonstrate greater knowledge and respect for their bodies (e.g., describe visible parts of the human body and their functions).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 25 Demonstrates knowledge of the characteristics of living things</li> </ul>
EXPECTATION	ECSQ-PK.S.2.7.	<p>Observe, describe and compare the motions of common objects in terms of speed and direction (e.g., faster, slowest, up, down).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 26 Demonstrates knowledge of the physical properties of objects and materials</li> </ul>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.S.	Early Learning in Science (S)
GRADE LEVEL EXPECTATION	ECSQ-PK.S.3.	Early Learning Expectation: Knowledge about the Earth. Children show a beginning awareness of scientific knowledge related to the earth.



EXPECTATION	ECSQ-PK.S.3.1.	Can talk about observable characteristics of different seasons.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION	ECSQ-PK.S.3.2.	Can talk about the observable properties of earth materials (sand, rocks, soil, water) and living organisms.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION	ECSQ-PK.S.3.3.	Can talk about major features of the earth's surface (streams, hills, beaches) when found in the children's neighborhood and neighborhoods that they visit.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION	ECSQ-PK.S.3.4.	Begin to describe weather and its changing conditions (e.g., wind, rain, snow, clouds).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION	ECSQ-PK.S.3.5.	Talk about ways to be safe during bad weather and in outdoor explorations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 27 Demonstrates knowledge of Earth's environment
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.SS.	Early Learning in the Social Studies (SS)
GRADE LEVEL EXPECTATION	ECSQ-PK.SS.1.	Early Learning Expectation: Relationship in Place. Children begin to understand and interpret their relationship and place within their own environment.
EXPECTATION	ECSQ-PK.SS.1.1.	Explore the environment, experiment and play with natural materials, explore the texture, sound and smells of nature.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION	ECSQ-PK.SS.1.2.	Extend information gained from books and stories or projects to learning in the outdoor setting in which they live and play.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION	ECSQ-PK.SS.1.3.	Develop a sense of connectedness through the exploration of the natural environment and materials, caring for animals or plants.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 27 Demonstrates knowledge of Earth's environment



EXPECTATION	ECSQ-PK.SS.1.4.	Engage in conversations that reflect experiences in and observations of the environment.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION	ECSQ-PK.SS.1.5.	Demonstrate a developing sense of respect for nature and its components.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION	ECSQ-PK.SS.1.6.	Use and understand words for location and direction.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 32 Demonstrates simple geographic knowledge
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.SS.	Early Learning in the Social Studies (SS)
GRADE LEVEL EXPECTATION	ECSQ-PK.SS.2.	Early Learning Expectation: How People Are Influenced. Children begin to recognize that many different influences shape people's thinking and behavior.
EXPECTATION	ECSQ-PK.SS.2.1.	Can talk about personal information (e.g., name; family members; and, by four, knowledge of personal traits, address, telephone number).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
EXPECTATION	ECSQ-PK.SS.2.2.	Begin to recognize themselves as unique individuals and become aware of the uniqueness of others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
EXPECTATION	ECSQ-PK.SS.2.3.	Show an understanding of family and how families are alike and different.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
EXPECTATION	ECSQ-PK.SS.2.4.	Talk about ways members of a family can work together to help one another.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
EXPECTATION	ECSQ-PK.SS.2.5.	Begin to recognize that people celebrate events in a variety of ways.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live

EXPECTATION	ECSQ-PK.SS.2.6.	<p>Grow in understanding of and respect for differences among cultural groups, as well as their contributions to society.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 30 Shows basic understanding of people and how they live</li> </ul>
EXPECTATION	ECSQ-PK.SS.2.7.	<p>Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 29 Demonstrates knowledge about self</li> </ul>
EXPECTATION	ECSQ-PK.SS.2.8.	<p>Participate in creating their own classroom celebrations.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 30 Shows basic understanding of people and how they live</li> </ul>
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.SS.	Early Learning in the Social Studies (SS)
GRADE LEVEL EXPECTATION	ECSQ-PK.SS.3.	Early Learning Expectation: Understanding Time. Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.
EXPECTATION	ECSQ-PK.SS.3.1.	<p>Use words to describe time (e.g., yesterday, today, tomorrow).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 31 Explores change related to familiar people or places</li> </ul>
EXPECTATION	ECSQ-PK.SS.3.2.	<p>Can talk about recent and past events.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 31 Explores change related to familiar people or places</li> </ul>
EXPECTATION	ECSQ-PK.SS.3.3.	<p>Show interest in nature and asks questions about what is seen and what has changed (e.g., temperature, trees, sunlight) over time.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 31 Explores change related to familiar people or places</li> </ul>
EXPECTATION	ECSQ-PK.SS.3.4.	<p>Gather information and learn new concepts through experimentation and discovery, making connections what they already know.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 24 Uses scientific inquiry skills</li> </ul>

EXPECTATION	ECSQ-PK.SS.3.5.	Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms, and communities.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
EXPECTATION	ECSQ-PK.SS.3.6.	Contribute to their community (classroom, school, neighborhood) as age appropriate.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.SS.	Early Learning in the Social Studies (SS)
GRADE LEVEL EXPECTATION	ECSQ-PK.SS.4.	Early Learning Expectation: Why We Have Rules and Laws. Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.
EXPECTATION	ECSQ-PK.SS.4.1.	Grow in their understanding of the need for rules and boundaries in their learning and social environment.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION	ECSQ-PK.SS.4.2.	Begin to understand consequences of following and breaking (disobeying) rules.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION	ECSQ-PK.SS.4.3.	Can identify people (e.g., parents, teachers, bus drivers, lunchroom helpers) who have authority in their home and early learning programs (e.g., who helps them make rules, who tells them when they are breaking a rule, who helps enforce rules).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION	ECSQ-PK.SS.4.4.	Show increasing respect for the rights of others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.SS.	Early Learning in the Social Studies (SS)
GRADE LEVEL EXPECTATION	ECSQ-PK.SS.5.	Early Learning Expectation: Basic Ideas about Economics. Children increase their understanding about how basic economic concepts relate to their lives.
EXPECTATION	ECSQ-PK.SS.5.1.	Can talk about some of the workers and services in their community.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live



EXPECTATION	ECSQ-PK.SS.5.2.	Can talk about some of the ways people earn a living.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION	ECSQ-PK.SS.5.3.	Begin to understand that people pay for things with a representation of money (e.g., currency, checks, debit cards, credit cards).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION	ECSQ-PK.SS.5.4.	Make simple choices about how to spend money.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live
STRAND / STANDARD CATEGORY	MI.ECSQ-PK.	Early Childhood Standards of Quality for Prekindergarten
STANDARD	ECSQ-PK.SS.	Early Learning in the Social Studies (SS)
GRADE LEVEL EXPECTATION	ECSQ-PK.SS.6.	Early Learning Expectation: People and Their Environment. Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.
EXPECTATION	ECSQ-PK.SS.6.1.	Begin to identify what families need to thrive (e.g., food, shelter, clothing, love).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION	ECSQ-PK.SS.6.2.	Can participate in improving their environment (e.g., pick up litter, recycle, plant trees and flowers, conserve lights, water and paper).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 27 Demonstrates knowledge of Earth's environment
EXPECTATION	ECSQ-PK.SS.6.3.	Engages in activities that promote a sense of contribution.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION	ECSQ-PK.SS.6.4.	Responds and recognizes naturally occurring events that reinforce the ideas of change and the connections to care giving of living things.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 31 Explores change related to familiar people or places

# Michigan Early Childhood Standards of Quality for Infant and Toddler Programs

Ages: birth to 3, adopted 2013

STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.A.	Well-being: The health and well-being of each infant and toddler is protected and nurtured.
GRADE LEVEL EXPECTATION	ECSQ-IT.A.1.	Infants and toddlers experience environments where their physical health is promoted.
EXPECTATION	ECSQ-IT.A.1.a.	Increasing awareness, understanding, and appreciation of their bodies and how they function.  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
EXPECTATION	ECSQ-IT.A.1.b.	Increased coordination (e.g., eye-hand movements)  <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
EXPECTATION	ECSQ-IT.A.1.c.	Emerging self-help and self-care skills for eating, drinking, toileting, resting, sleeping, washing, and dressing.  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.3 Emerging to 1c.4 Seeks to do things for self
EXPECTATION	ECSQ-IT.A.1.d.	Positive attitudes towards eating, sleeping, toileting, and active movement.  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.3 Emerging to 1c.4 Seeks to do things for self
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.A.	Well-being: The health and well-being of each infant and toddler is protected and nurtured.
GRADE LEVEL EXPECTATION	ECSQ-IT.A.2.	Infants and toddlers experience environments where their social and emotional well-being is nurtured.

EXPECTATION	ECSQ-IT.A.2.a.	<p>Emerging skill in self-regulation.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p><b>Objective 1a.2 Uses adult support to calm self</b></p>
EXPECTATION	ECSQ-IT.A.2.b.	<p>An increasing capacity to pay attention, focus, concentrate, and be involved.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages</li> </ul> <p><b>Objective 11a.2 Pays attention to sights and sounds</b></p>
EXPECTATION	ECSQ-IT.A.2.c.	<p>A growing capacity to tolerate and enjoy a moderate degree of change, surprises, uncertainty, and potentially puzzling events.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p><b>Objective 1a.2 Uses adult support to calm self</b></p>
EXPECTATION	ECSQ-IT.A.2.d.	<p>A sense of personal worth and the worth of others, and reassurance that personal worth does not depend on today's behavior or ability.</p> <p><b>appropriately</b></p> <p><b>Objective 1c.3 Emerging to 1c.4 Seeks to do things for self</b></p>
EXPECTATION	ECSQ-IT.A.2.e.	<p>An increasing ability to identify their own emotional responses and those of others.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems</li> </ul> <p><b>Objective 3b.2 Expresses feelings during a conflict</b></p>
EXPECTATION	ECSQ-IT.A.2.f.	<p>Confidence and ability to express emotional needs without fear.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems</li> </ul> <p><b>Objective 3b.2 Expresses feelings during a conflict</b></p>
EXPECTATION	ECSQ-IT.A.2.g.	<p>Trust that their social-emotional needs will be responded to.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p><b>Objective 1a.2 Uses adult support to calm self</b></p>



EXPECTATION	ECSQ-IT.A.2.h.	<p>A trusting relationship with nurturing and responsive caregivers.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults  Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
EXPECTATION	ECSQ-IT.A.2.i.	<p>The ability to respond and engage in reciprocal interactions.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations  Objective 10a.2 Engages in simple back-and-forth exchanges with others</p>
EXPECTATION	ECSQ-IT.A.2.j.	<p>Emerging capacities for caring and cooperation.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues  Objective 2b.2 Reacts to others' emotional expressions</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.A.	Well-being: The health and well-being of each infant and toddler is protected and nurtured.
GRADE LEVEL EXPECTATION	ECSQ-IT.A.3.	Infants and toddlers experience environments where they are kept safe from harm.
EXPECTATION	ECSQ-IT.A.3.a.	<p>Increasing awareness of what can harm them.</p> <p>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.3 Emerging to 1c.4 Seeks to do things for self</p>
EXPECTATION	ECSQ-IT.A.3.b.	<p>Increasing confidence that they can participate and take risks without fear of harm.</p> <p>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.3 Emerging to 1c.4 Seeks to do things for self</p>
EXPECTATION	ECSQ-IT.A.3.c.	<p>Comfort in expressing their fears openly with trust that their fears will be taken seriously.</p> <p>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.3 Emerging to 1c.4 Seeks to do things for self</p>

EXPECTATION	ECSQ-IT.A.3.d.	Ability to respond to caregiver instructions related to safety.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <b>Objective 1b.2 Responds to changes in an adult's tone of voice and expression</b>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.B.	Belonging: Infants and toddlers feel a sense of belonging.
GRADE LEVEL EXPECTATION	ECSQ-IT.B.1.	Infants and toddlers experience environments where they know they belong and have a place.
EXPECTATION	ECSQ-IT.B.1.a.	An attachment to their primary caregivers and primary care group.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <b>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</b>
EXPECTATION	ECSQ-IT.B.1.b.	A feeling of being valued as an important individual who belongs within the group setting.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <b>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</b>
EXPECTATION	ECSQ-IT.B.1.c.	An increasing ability to play an active part in the day to day activities of the program.  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.3 Emerging to 1c.4 Seeks to do things for self</b>
EXPECTATION	ECSQ-IT.B.1.d.	Skills in caring for the environment (e.g., cleaning up, wiping the table, flushing the toilet, helping others).  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.3 Emerging to 1c.4 Seeks to do things for self</b>
EXPECTATION	ECSQ-IT.B.1.e.	Confidence in and an ability to express their ideas.  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.3 Emerging to 1c.4 Seeks to do things for self</b>

EXPECTATION	ECSQ-IT.B.1.f.	<p>A comfort level in taking on different roles in their environment (e.g., helping others, turning off the water, holding the door).</p> <p>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.3 Emerging to 1c.4 Seeks to do things for self</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.B.	Belonging: Infants and toddlers feel a sense of belonging.
GRADE LEVEL EXPECTATION	ECSQ-IT.B.2.	Infants and toddlers experience environments where they are comfortable with routines, schedules, and activities.
EXPECTATION	ECSQ-IT.B.2.a.	<p>An understanding of the routines, family customs, and regular events of the program.</p> <p>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.3 Emerging to 1c.4 Seeks to do things for self</p>
EXPECTATION	ECSQ-IT.B.2.b.	<p>An understanding that these routines, customs, and regular events can differ from their homes and from other settings.</p> <p>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.3 Emerging to 1c.4 Seeks to do things for self</p>
EXPECTATION	ECSQ-IT.B.2.c.	<p>An understanding that they and others can be a part of the group</p> <p>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.3 Emerging to 1c.4 Seeks to do things for self</p>
EXPECTATION	ECSQ-IT.B.2.d.	<p>Capacities to predict routines and regular events that make up the day or the session.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.1 Emerging to 12b.2 Looks for familiar persons when they are named; relates objects to events</p>
EXPECTATION	ECSQ-IT.B.2.e.	<p>A growing ability to cope with change.</p> <p>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.3 Emerging to 1c.4 Seeks to do things for self</p>

EXPECTATION	ECSQ-IT.B.2.f.	<p>Enjoyment of and interest in a moderate degree of change.</p> <p>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.3 Emerging to 1c.4 Seeks to do things for self</p>
EXPECTATION	ECSQ-IT.B.2.g.	<p>Increasing mastery of self-help skills to assist with daily personal routines.</p> <p>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.3 Emerging to 1c.4 Seeks to do things for self</p>
EXPECTATION	ECSQ-IT.B.2.h.	<p>An increasing sense of independence and competence during daily routines and activities.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.3 Emerging to 1c.4 Seeks to do things for self</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.B.	Belonging: Infants and toddlers feel a sense of belonging.
GRADE LEVEL EXPECTATION	ECSQ-IT.B.3.	Infants and toddlers experience environments where they increasingly understand the nature and boundaries of acceptable behavior.
EXPECTATION	ECSQ-IT.B.3.a.	<p>An increasing capacity to successfully communicate their feelings, needs, and wants.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.3 Emerging to 1c.4 Seeks to do things for self</p>
EXPECTATION	ECSQ-IT.B.3.b.	<p>A recognition that the setting has reasonable boundaries and expectations for behavior.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.2 Responds to changes in an adult's tone of voice and expression</p>
EXPECTATION	ECSQ-IT.B.3.c.	<p>The beginning of an understanding of the reasons for boundaries and expectations.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.2 Responds to changes in an adult's tone of voice and expression</p>

EXPECTATION	ECSQ-IT.B.3.d.	<p>Expectations that the setting is predictable, fair, and consistently caring.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations  Objective 1b.2 Responds to changes in an adult’s tone of voice and expression</p>
EXPECTATION	ECSQ-IT.B.3.e.	<p>An increasing awareness of the impact and consequences of their actions</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations  Objective 1b.2 Responds to changes in an adult’s tone of voice and expression</p>
EXPECTATION	ECSQ-IT.B.3.f.	<p>An increasing ability to self-regulate their behavior.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors a. Manages feelings  Objective 1a.2 Uses adult support to calm self</p>
EXPECTATION	ECSQ-IT.B.3.g.	<p>The ability to express disagreement with peers and caregivers in developmentally appropriate ways.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems  Objective 3b.2 Expresses feelings during a conflict</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.B.	Belonging: Infants and toddlers feel a sense of belonging.
GRADE LEVEL EXPECTATION	ECSQ-IT.B.4.	Infants and toddlers experience environments where positive connections among their families, the program, and the children are affirmed.
EXPECTATION	ECSQ-IT.B.4.a.	<p>An understanding of the links between the early childhood education and care setting and their homes through people, images, objects, languages, sounds, smells, and tastes.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 12 Remembers and connects experiences a. Recognizes and recalls  Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
EXPECTATION	ECSQ-IT.B.4.b.	<p>Interest and pleasure in discovering new environments where the people, images, objects, languages, sounds, smells, and tastes are sometimes different from those at home.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation  Objective 11d.2 Uses senses to explore the immediate environment</p>

EXPECTATION	ECSQ-IT.B.4.c.	<p>The ability to interact with an increasing number of significant people in their lives, beyond their families and primary caregivers.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults</li> </ul> <p><b>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</b></p>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.C.	Exploration: Infants and toddlers learn through active exploration of the environment.
GRADE LEVEL EXPECTATION	ECSQ-IT.C.1.	Infants and toddlers experience environments where the importance of spontaneous play is recognized and play is valued as meaningful learning.
EXPECTATION	ECSQ-IT.C.1.a.	<p>Strategies for exploring and satisfying their curiosity.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p><b>Objective 11d.2 Uses senses to explore the immediate environment</b></p>
EXPECTATION	ECSQ-IT.C.1.b.	<p>Symbolic, pretend, and dramatic play.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play</li> </ul> <p><b>Objective 14b.2 Imitates actions of others during play; uses real objects as props</b></p>
EXPECTATION	ECSQ-IT.C.1.c.	<p>Creativity and spontaneity in their play.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective and inventiveness in thinking</li> </ul> <p><b>Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways</b></p>
EXPECTATION	ECSQ-IT.C.1.d.	<p>The ability to make decisions and choose their own materials.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning c. Solves problems</li> </ul> <p><b>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</b></p>
EXPECTATION	ECSQ-IT.C.1.e.	<p>An emerging understanding that not knowing and being uncertain are part of learning.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning c. Solves problems</li> </ul> <p><b>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</b></p>

EXPECTATION	ECSQ-IT.C.1.f.	Emerging expressions of intentionality in their play and relationships.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <b>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</b>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.C.	Exploration: Infants and toddlers learn through active exploration of the environment.
GRADE LEVEL EXPECTATION	ECSQ-IT.C.2.	Infants and toddlers experience environments where they gain confidence in and greater control of their bodies.
EXPECTATION	ECSQ-IT.C.2.a.	Increasing control over their bodies, including increasing abilities in the use of large and small muscles, balance and coordination of eye-hand movements, and increasing agility, coordination, and balance.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.4 Experiments with different ways of moving</b> • Objective 5 Demonstrates balancing skills <b>Objective 5.4 Experiments with different ways of balancing</b> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <b>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</b>
EXPECTATION	ECSQ-IT.C.2.b.	Strategies for actively exploring and making sense of the world by using their bodies, including active exploration with all the senses, and the use of tools, materials, and equipment to extend skills.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <b>Objective 11d.2 Uses senses to explore the immediate environment</b>
EXPECTATION	ECSQ-IT.C.2.c.	Confidence with moving in space, moving to rhythm, and playing near and with others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.4 Experiments with different ways of moving</b>
EXPECTATION	ECSQ-IT.C.2.d.	Awareness of good hygiene practices (e.g., tooth brushing, hand washing, covering mouth/nose when coughing).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.4 Seeks to do things for self</b>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs





STANDARD	ECSQ-IT.C.	Exploration: Infants and toddlers learn through active exploration of the environment.
GRADE LEVEL EXPECTATION	ECSQ-IT.C.3.	Infants and toddlers experience environments where they learn strategies for active exploration, thinking, and reasoning.
EXPECTATION	ECSQ-IT.C.3.a.	<p>The confidence to explore and make sense of their world through simple problem solving, recognizing patterns, learning from trial and error, asking questions, listening to others, simple planning, observing, and listening to stories.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 11 Demonstrates positive approaches to learning c. Solves problems  Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>
EXPECTATION	ECSQ-IT.C.3.b.	<p>An attitude of themselves as “explorers” — competent, confident learners who ask questions and make discoveries.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 11 Demonstrates positive approaches to learning c. Solves problems  Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>
EXPECTATION	ECSQ-IT.C.3.c.	<p>The confidence to choose and experiment with materials, to explore actively with all the senses, and to use what they learn to generalize their learning to other experiences.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation  Objective 11d.2 Uses senses to explore the immediate environment</p>
EXPECTATION	ECSQ-IT.C.3.d.	<p>The ability to learn new things from the materials and people around them.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation  Objective 11d.2 Uses senses to explore the immediate environment</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.C.	Exploration: Infants and toddlers learn through active exploration of the environment.
GRADE LEVEL EXPECTATION	ECSQ-IT.C.4.	Infants and toddlers experience environments where they develop a growing sense of social relationships, the natural environment, and the physical world.
EXPECTATION	ECSQ-IT.C.4.a.	<p>The ability to question, explore, generate, and modify their own ideas about the world around them.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 11 Demonstrates positive approaches to learning c. Solves problems  Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>

EXPECTATION	ECSQ-IT.C.4.b.	<p>Familiarity with a variety of materials (e.g., sand, water, ice, bubbles, blocks, paper).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
EXPECTATION	ECSQ-IT.C.4.c.	<p>Spatial understandings, including an awareness of how two- and three-dimensional objects can be fitted together and moved in space.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships</li> </ul> <p>Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)</p>
EXPECTATION	ECSQ-IT.C.4.d.	<p>A knowledge of the natural environment in the outdoor area of the program and the local neighborhood (e.g., the neighborhood park, grassy field, a wooded area).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
EXPECTATION	ECSQ-IT.C.4.e.	<p>Social relationships and social concepts (e.g., friendship, authority, social rules and understandings).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others</li> </ul> <p>Objective 3a.2 Responds appropriately to others' expressions of wants</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.C.	Exploration: Infants and toddlers learn through active exploration of the environment.
GRADE LEVEL EXPECTATION	ECSQ-IT.C.5.	Infants and toddlers experience environments where their interests and initiative provide direction for learning opportunities and for the practice and mastery of developing skills.
EXPECTATION	ECSQ-IT.C.5.a.	<p>Progressively more complex skills.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning b. Persists</li> </ul> <p>Objective 11b.2 Repeats actions to obtain similar results</p>
EXPECTATION	ECSQ-IT.C.5.b.	<p>The ability to pursue interests independently.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning c. Solves problems</li> </ul> <p>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>

EXPECTATION	ECSQ-IT.C.5.c.	<p>The understanding that they have a significant role in initiating exploration, play, and learning.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 11 Demonstrates positive approaches to learning c. Solves problems  Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.D.	Communication: Infants and toddlers use a variety of means to communicate their needs and thoughts, and to understand and respond to other people and ideas.
GRADE LEVEL EXPECTATION	ECSQ-IT.D.1.	Infants and toddlers experience environments where they develop attitudes and skills to communicate successfully with others.
EXPECTATION	ECSQ-IT.D.1.a.	<p>The ability to express their feelings and emotions in a range of appropriate ways.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary  Objective 9a.2 Vocalizes and gestures to communicate</p>
EXPECTATION	ECSQ-IT.D.1.b.	<p>Confidence that their first languages [e.g., whether spoken English, a spoken language other than English, or American Sign Language (ASL)] are valued, supported, and understood.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary  Objective 9a.2 Vocalizes and gestures to communicate</p>
EXPECTATION	ECSQ-IT.D.1.c.	<p>Responsive and reciprocal communication skills (e.g., turn-taking).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations  Objective 10a.2 Engages in simple back-and-forth exchanges with others</p>
EXPECTATION	ECSQ-IT.D.1.d.	<p>A playful interest in repetitive sounds and words, and aspects of language (e.g., rhythm, rhyme, alliteration).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs b. Speaks clearly  Objective 9b.2 Babbles strings of single consonant sounds and combines sounds</p>

EXPECTATION	ECSQ-IT.D.1.e.	<p>Increasing skill with and understanding of non-verbal messages, including the ability to attend to and make non-verbal requests.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 8 Listens to and understands increasingly complex language b. Follows directions  <b>Objective 8b.4 Follows simple requests not accompanied by gestures</b></p>
EXPECTATION	ECSQ-IT.D.1.f.	<p>The inclination and ability to communicate, pay attention, and respond appropriately to others.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language  <b>Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</b></p>
EXPECTATION	ECSQ-IT.D.1.g.	<p>Increasing knowledge and skill in syntax, meaning, and vocabulary in at least one language.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar  <b>Objective 9c.2 Uses one- or two-word sentences or phrases</b></p>
EXPECTATION	ECSQ-IT.D.1.h.	<p>Language skills in real, play, and problem-solving contexts as well as in more structured language contexts (e.g., through books, finger plays, singing, storytelling/re-enacting).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs b. Speaks clearly  <b>Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</b></p>
EXPECTATION	ECSQ-IT.D.1.i.	<p>Communication skills for increasingly complex purposes (e.g., expressing and asking others about intentions, expressing feelings and attitudes, negotiating, predicting, planning, reasoning, guessing, storytelling).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary  <b>Objective 9a.4 Names familiar, people, animals, and objects</b></p>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.D.	Communication: Infants and toddlers use a variety of means to communicate their needs and thoughts, and to understand and respond to other people and ideas.
GRADE LEVEL EXPECTATION	ECSQ-IT.D.2.	Infants and toddlers experience environments where they have opportunities to communicate through the use of symbols/pictures, signs, and stories.

EXPECTATION	ECSQ-IT.D.2.a.	<p>An understanding that symbols/pictures can be “read” by others, and that thoughts, experiences, and ideas can be represented through gestures, signs, words, pictures, print, numbers, sounds, shapes, models, facial expression, and photographs.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <p><b>Objective 17a.2 Shows interest in books</b></p>
EXPECTATION	ECSQ-IT.D.2.b.	<p>Familiarity with symbols/pictures and their uses (including print) by exploring and observing them in activities that have meaning and purpose and are developmentally appropriate for infants and toddlers.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically</li> </ul> <p><b>Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs</b></p>
EXPECTATION	ECSQ-IT.D.2.c.	<p>Familiarity with an appropriate selection of the stories and literature valued by the cultures in their community.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <p><b>Objective 17a.2 Shows interest in books</b></p>
EXPECTATION	ECSQ-IT.D.2.d.	<p>Familiarity with numbers and their uses by exploring and observing the use of numbers in activities that have meaning and purpose for infants and toddlers.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations a. Counts</li> </ul> <p><b>Objective 20a.2 Verbally counts (not always in the correct order)</b></p>
EXPECTATION	ECSQ-IT.D.2.e.	<p>An interest in exploring and using mathematical, reading, and writing materials.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations c. Connects numerals with their quantities</li> </ul> <p><b>Objective 20c.1 Emerging to 20c.2 Recognizes and names a few numerals</b></p>
EXPECTATION	ECSQ-IT.D.2.f.	<p>An interest in creating and using symbols/pictures.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically</li> </ul> <p><b>Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs</b></p>

EXPECTATION	ECSQ-IT.D.2.g.	<p>An expectation that words, books, numbers, and other symbols/pictures can amuse, delight, comfort, illuminate, inform, and excite.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <p><b>Objective 17a.2 Shows interest in books</b></p>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.D.	Communication: Infants and toddlers use a variety of means to communicate their needs and thoughts, and to understand and respond to other people and ideas.
GRADE LEVEL EXPECTATION	ECSQ-IT.D.3.	Infants and toddlers experience environments where they discover and develop different ways to be creative and expressive about their feelings and thoughts.
EXPECTATION	ECSQ-IT.D.3.a.	<p>Familiarity with the properties and characteristics of the materials used in the creative and expressive arts.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically</li> </ul> <p><b>Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs</b></p>
EXPECTATION	ECSQ-IT.D.3.b.	<p>Skill and confidence with the processes of art (e.g., drawing, collage, painting, print-making, constructing).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools</li> </ul> <p><b>Objective 7b.2 Grasps drawing and writing tools, jabbing at paper</b></p>
EXPECTATION	ECSQ-IT.D.3.c.	<p>Skill with media that can be used for expressing a mood or a feeling or for representing information (e.g., crayons, pencils, paint, blocks, wood, musical instruments, movement).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools</li> </ul> <p><b>Objective 7b.2 Grasps drawing and writing tools, jabbing at paper</b></p>
EXPECTATION	ECSQ-IT.D.3.d.	<p>An ability to be creative and expressive through a variety of activities (e.g., pretend play, art, storytelling, music).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play</li> </ul> <p><b>Objective 14b.2 Imitates actions of others during play; uses real objects as props</b></p>

EXPECTATION	ECSQ-IT.D.3.e.	<p>An awareness that music, art, drama, and dance can be expressions of feeling, mood, situation, and culture.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play  Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
EXPECTATION	ECSQ-IT.D.3.f.	<p>Confidence to sing songs, including songs of their own, and to experiment with chants and pitch patterns.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 23 Demonstrates knowledge of patterns  Objective 23.2 Shows interest in simple patterns in everyday life</p>
EXPECTATION	ECSQ-IT.D.3.g.	<p>An increasing ability to keep a steady beat (e.g., through speech, chants, dances, movement to simple rhythmic patterns).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 23 Demonstrates knowledge of patterns  Objective 23.2 Shows interest in simple patterns in everyday life</p>
EXPECTATION	ECSQ-IT.D.3.h.	<p>An expectation that music, art, drama, and dance can amuse, delight, comfort, illuminate, inform, and excite.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play  Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
EXPECTATION	ECSQ-IT.D.3.i.	<p>Familiarity with a variety of types of music, art, drama, and dance as expressions of feeling, mood, situation, occasion, and culture.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play  Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.E.	Contribution: Infants and toddlers have opportunities for learning that are equitable, promote social competency, and value each child's and family's contribution.
GRADE LEVEL EXPECTATION	ECSQ-IT.E.1.	Infants and toddlers experience environments where the opportunities for learning are equitable, irrespective of gender, ability, age, home language, ethnicity, or background.



EXPECTATION	ECSQ-IT.E.1.a.	<p>Empathy, understanding, and awareness of others' feelings, and make comforting and accepting gestures to peers and others in distress.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues</li> </ul> <p><b>Objective 2b.4 Demonstrates concern about the feelings of others</b></p>
EXPECTATION	ECSQ-IT.E.1.b.	<p>Emerging concern for other children who may be excluded from activities because they are different.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues</li> </ul> <p><b>Objective 2b.4 Demonstrates concern about the feelings of others</b></p>
EXPECTATION	ECSQ-IT.E.1.c.	<p>Understanding of the pro-social value of honesty and truthfulness to the extent their construction of and perception of reality permits it.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others</li> </ul> <p><b>Objective 3a.2 Responds appropriately to others' expressions of wants</b></p>
EXPECTATION	ECSQ-IT.E.1.d.	<p>The ability to carry out or follow through on simple tasks that help or benefit themselves or others.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p><b>Objective 1c.4 Seeks to do things for self</b></p>
EXPECTATION	ECSQ-IT.E.1.e.	<p>Positive and accepting attitudes toward people of a variety of backgrounds/characteristics (e.g., race, physical characteristics, culture, language spoken or signed, ethnic background).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 30 Shows basic understanding of people and how they live</li> </ul>
EXPECTATION	ECSQ-IT.E.1.f.	<p>The ability to respond and engage in developmentally appropriate reciprocal interactions.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults</li> </ul> <p><b>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</b></p>

EXPECTATION	ECSQ-IT.E.1.g.	Emerging skills in caring and cooperation.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.2 Responds appropriately to others' expressions of wants
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.E.	Contribution: Infants and toddlers have opportunities for learning that are equitable, promote social competency, and value each child's and family's contribution.
GRADE LEVEL EXPECTATION	ECSQ-IT.E.2.	Infants and toddlers experience environments where they are affirmed as individuals.
EXPECTATION	ECSQ-IT.E.2.a.	A sense of "who they are," their place in the wider world of relationships, and the ways in which these are appreciated.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
EXPECTATION	ECSQ-IT.E.2.b.	A range of abilities and interests (e.g., spatial, visual, linguistic, physical, musical, logical or mathematical, personal, social) which build on the children's strengths.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
EXPECTATION	ECSQ-IT.E.2.c.	A sense of being able to make something happen that matters to them and to others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
EXPECTATION	ECSQ-IT.E.2.d.	A growing sense that they are valued and that their presence and activities gain positive responses from others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self

EXPECTATION	ECSQ-IT.E.2.e.	<p>A sense of optimism, that life is exciting and enjoyable, and they have a positive place within it.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.4 Seeks to do things for self</p>
EXPECTATION	ECSQ-IT.E.2.f.	<p>The ability to look forward to events that affirm their growth (e.g., getting taller, getting new shoes, a first haircut, looking forward to upcoming visitors and events).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.4 Seeks to do things for self</p>
EXPECTATION	ECSQ-IT.E.2.g.	<p>An awareness of themselves as unique individuals.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.4 Seeks to do things for self</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.E.	Contribution: Infants and toddlers have opportunities for learning that are equitable, promote social competency, and value each child's and family's contribution.
GRADE LEVEL EXPECTATION	ECSQ-IT.E.3.	Infants and toddlers experience environments where they are encouraged to interact and learn with and alongside others.
EXPECTATION	ECSQ-IT.E.3.a.	<p>An increasing ability to take another's point of view and to empathize with others.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others  Objective 3a.2 Responds appropriately to others' expressions of wants</p>
EXPECTATION	ECSQ-IT.E.3.b.	<p>Ways to enjoy solitary play when they choose to be alone.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.4 Seeks to do things for self</p>

EXPECTATION	ECSQ-IT.E.3.c.	<p>An increasing sense of competence and confidence in growing abilities.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.4 Seeks to do things for self</p>
EXPECTATION	ECSQ-IT.E.3.d.	<p>Acceptable ways to assert their independence.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.4 Seeks to do things for self</p>
EXPECTATION	ECSQ-IT.E.3.e.	<p>‘Friendship skills,’ where they can play harmoniously with their peers through cooperation and participate in the give and take of ideas.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships d. Makes friends</li> </ul> <p>Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend</p>
EXPECTATION	ECSQ-IT.E.3.f.	<p>An increasing ability to share by showing interest in and awareness of the feelings of others.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others</li> </ul> <p>Objective 3a.2 Responds appropriately to others’ expressions of wants</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.E.	Contribution: Infants and toddlers have opportunities for learning that are equitable, promote social competency, and value each child’s and family’s contribution.
GRADE LEVEL EXPECTATION	ECSQ-IT.E.4.	Infants and toddlers experience environments where they and their families are empowered to make contributions within the program and as members of their communities.
EXPECTATION	ECSQ-IT.E.4.a.	<p>A growing sense of themselves as part of a family.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 29 Demonstrates knowledge about self</li> </ul>
EXPECTATION	ECSQ-IT.E.4.b.	<p>A sense of pride in themselves and their families.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 29 Demonstrates knowledge about self</li> </ul>

EXPECTATION	ECSQ-IT.E.4.c.	<p>A growing sense of connection and consistency across their homes, the program and their community.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Objective 29 Demonstrates knowledge about self</b></li> </ul>
EXPECTATION	ECSQ-IT.E.4.d.	<p>A positive sense about their participation in the program, their families, and their community.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Objective 29 Demonstrates knowledge about self</b></li> </ul>

© 2017 EdGate Correlation Services, LLC. All Rights reserved.  
[Contact Us](#) - [Privacy](#) - [Service Agreement](#)