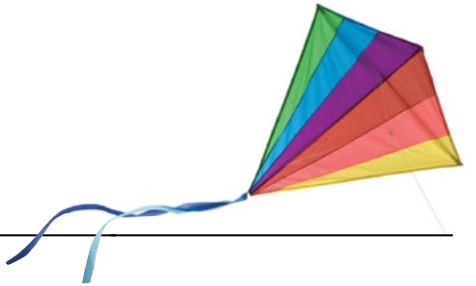
Assessment

TeachingStrategies®



Alignment of

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

WITH

Texas Prekindergarten Guidelines (2015) and Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines (2011)

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

aligned to

Texas Prekindergarten Guidelines

adopted 2015

TEKS	**TX.1.**	**Texas Prekindergarten Guidelines (By around 48 months of age)**
STUDENT EXPECTATION	**1.I.**	**SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN**
GRADE LEVEL EXPECTATION	**I.A.**	**Self Concept Skills**
INDICATOR	**I.A.1.**	**Child is building competence in controlling own body movements (such as balancing, sitting still, starting and stopping in response to requests).** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.6 Moves purposefully from place to place with control** **• Objective 5 Demonstrates balancing skills** **Objective 5.6 Sustains balance during simple movement experiences**
INDICATOR	**I.A.2.**	**Child can identify own physical characteristics and indicate some likes and dislikes when prompted.** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
INDICATOR	**I.A.3.**	**Child may overestimate or underestimate own abilities.** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
INDICATOR	**I.A.4.**	**Child shows initiative in trying new activities, but may not persist in solving problems.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**
TEKS	**TX.1.**	**Texas Prekindergarten Guidelines (By around 48 months of age)**
STUDENT EXPECTATION	**1.I.**	**SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN**
GRADE LEVEL EXPECTATION	**I.B.**	**Self-Regulation Skills**
INDICATOR	**I.B.1.**	**Behavior Control**

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INDICATOR	**I.B.1.a.**	**Child follows simple rules and routines when assisted by adults.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations** **Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders**
INDICATOR	**I.B.1.b.**	**Child is able to manage a small number of materials with support.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.5 Emerging to 1c.6 Demonstrates confidence in meeting own needs**
INDICATOR	**I.B.1.c.**	**Child needs adult guidance to help manage her behavior.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.4 Comforts self by seeking out special object or person**
TEKS	**TX.1.**	**Texas Prekindergarten Guidelines (By around 48 months of age)**
STUDENT EXPECTATION	**1.I.**	**SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN**
GRADE LEVEL EXPECTATION	**I.B.**	**Self-Regulation Skills**
INDICATOR	**I.B.2.**	**Emotional Control**
INDICATOR	**I.B.2.a.**	**Child recognizes and expresses a range of emotions/feelings.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.4 Comforts self by seeking out special object or person**
INDICATOR	**I.B.2.b.**	**Child becomes familiar with basic feeling words (happy, sad, mad, scared).** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately**
INDICATOR	**I.B.2.c.**	**Child needs adult assistance to modulate level of emotional intensity.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification**
TEKS	**TX.1.**	**Texas Prekindergarten Guidelines (By around 48 months of age)**
STUDENT EXPECTATION	**1.I.**	**SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN**

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GRADE LEVEL EXPECTATION	**I.B.**	**Self-Regulation Skills**
INDICATOR	**I.B.3.**	**Control of Attention**
INDICATOR	**I.B.3.a.**	**Child focuses attention on one task at a time but may not stay with it to completion.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**
INDICATOR	**I.B.3.b.**	**Child sits and listens to stories and/or participates in large group activities for up to 10–15 minutes at a time.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**
TEKS	**TX.1.**	**Texas Prekindergarten Guidelines (By around 48 months of age)**
STUDENT EXPECTATION	**1.I.**	**SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN**
GRADE LEVEL EXPECTATION	**I.C.**	**Relationships with Others**
INDICATOR	**I.C.1.**	**Child forms positive relationships with teachers.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.6 Manages separations without distress and engages with trusted adults**
INDICATOR	**I.C.2.**	**Child feels comfortable and confident within classroom environment.** ***GOLD*® Objectives for Development and Learning** **• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.4 Takes turns**
INDICATOR	**I.C.3.**	**Child shows interest in peer play but may be less skilled (or lack confidence) initiating and joining a group.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.3 Emerging to 2c.4 Uses successful strategies for entering groups**
INDICATOR	**I.C.4.**	**Child enjoys parallel and associative play with peers.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.2 Plays near other children; uses similar materials or actions**

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INDICATOR	**I.C.5.**	**Child seeks adult help when experiencing conflicts with another child.** ***GOLD*® Objectives for Development and Learning** **• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems** **Objective 3b.4 Seeks adult help to resolve social problems**
INDICATOR	**I.C.6.**	**Child responds with concern when a child or adult is distressed.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.4 Demonstrates concern about the feelings of others**
INDICATOR	**I.C.7.**	**Child interacts with playmates and may have preferred friends.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships d. Makes friends** **Objective 2d.4 Plays with one or two preferred playmates**
TEKS	**TX.1.**	**Texas Prekindergarten Guidelines (By around 48 months of age)**
STUDENT EXPECTATION	**1.I.**	**SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN**
GRADE LEVEL EXPECTATION	**I.D.**	**Social Awareness Skills**
INDICATOR	**I.D.1.**	**Child is interested in other people and their feelings.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.4 Demonstrates concern about the feelings of others**
TEKS	**TX.1.**	**Texas Prekindergarten Guidelines (By around 48 months of age)**
STUDENT EXPECTATION	**1.II.**	**LANGUAGE AND COMMUNICATION DOMAIN**
GRADE LEVEL EXPECTATION	**II.A.**	**Listening Comprehension Skills**
INDICATOR	**II.A.1.**	**Child responds to situations in ways that demonstrate he understands what has been said.** ***GOLD*® Objectives for Development and Learning** **• 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**

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INDICATOR	**II.A.2.**	**Child follows simple single step requests.** ***GOLD*® Objectives for Development and Learning** **• Objective 8 Listens to and understands increasingly complex language b. Follows directions** **Objective 8b.4 Follows simple requests not accompanied by gestures**
INDICATOR	**II.A.3.**	**Child demonstrates understanding of following classroom routines.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations** **Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders**
TEKS	**TX.1.**	**Texas Prekindergarten Guidelines (By around 48 months of age)**
STUDENT EXPECTATION	**1.II.**	**LANGUAGE AND COMMUNICATION DOMAIN**
GRADE LEVEL EXPECTATION	**II.B.**	**Speaking (Conversation) Skills**
INDICATOR	**II.B.1.**	**Child sometimes uses language for different purposes.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**II.B.2.**	**Child sometimes uses accepted language and style during communication with familiar adults and children.** ***GOLD*® Objectives for Development and Learning** **• Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language** **Objective 10b.5 Emerging to 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders**
INDICATOR	**II.B.3.**	**Child is able to communicate basic information in familiar social settings.** ***GOLD*® Objectives for Development and Learning** **• Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language** **Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating**

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INDICATOR	**II.B.4.**	**Child sometimes uses accepted language and style during communication with familiar adults and children.** ***GOLD*® Objectives for Development and Learning** **• Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language** **Objective 10b.5 Emerging to 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders**
INDICATOR	**II.B.5.**	**Child sometimes uses appropriate nonverbal standards in conversations with others.** ***GOLD*® Objectives for Development and Learning** **• Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language** **Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating**
INDICATOR	**II.B.6.**	**Child sometimes uses appropriate volume and intonation for different situations.** ***GOLD*® Objectives for Development and Learning** **• Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language** **Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating**
TEKS	**TX.1.**	**Texas Prekindergarten Guidelines (By around 48 months of age)**
STUDENT EXPECTATION	**1.II.**	**LANGUAGE AND COMMUNICATION DOMAIN**
GRADE LEVEL EXPECTATION	**II.C.**	**Speech Production Skills**
INDICATOR	**II.C.1.**	**Child's speech is understood by familiar adults and children.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs b. Speaks clearly** **Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words**
INDICATOR	**II.C.2.**	**Child may confuse words that sound similar.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs b. Speaks clearly** **Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words**

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INDICATOR	**II.C.3.**	**Child joins in songs and finger plays.** ***GOLD*® Objectives for Development and Learning** **• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration** **Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds**
TEKS	**TX.1.**	**Texas Prekindergarten Guidelines (By around 48 months of age)**
STUDENT EXPECTATION	**1.II.**	**LANGUAGE AND COMMUNICATION DOMAIN**
GRADE LEVEL EXPECTATION	**II.D.**	**Vocabulary Skills**
INDICATOR	**II.D.1.**	**Child understands and uses accepted words for objects, actions, and attributes.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**II.D.2.**	**Child responds to instructional language of the classroom.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**II.D.3.**	**Child shows understanding of many words and a steady increase in vocabulary.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**II.D.4.**	**Child uses increasingly larger vocabulary.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**II.D.5.**	**Child participates through actions to begin to develop common object names and phrases.** ***GOLD*® Objectives for Development and Learning** **• 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**

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TEKS	**TX.1.**	**Texas Prekindergarten Guidelines (By around 48 months of age)**
STUDENT EXPECTATION	**1.II.**	**LANGUAGE AND COMMUNICATION DOMAIN**
GRADE LEVEL EXPECTATION	**II.E.**	**Sentences and Structure Skills**
INDICATOR	**II.E.1.**	**Child uses simple sentences of three to four words to express needs.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly**
INDICATOR	**II.E.2.**	**Child may over generalize grammatical rules.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly**
INDICATOR	**II.E.3.**	**Child links two ideas together by combining sentences.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.6 Uses complete, four- to six-word sentences**
INDICATOR	**II.E.4.**	**Child uses simple sentence structures with usually one idea.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly**
INDICATOR	**II.E.5.**	**Child understands and uses increasingly longer sentences.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.6 Uses complete, four- to six-word sentences**
TEKS	**TX.1.**	**Texas Prekindergarten Guidelines (By around 48 months of age)**
STUDENT EXPECTATION	**1.III.**	**EMERGENT LITERACY – READING DOMAIN**
GRADE LEVEL EXPECTATION	**III.A.**	**Motivation to Read Skills**

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INDICATOR	**III.A.1.**	**Child enjoys being read to and knows when a favorite story has a part left out.** ***GOLD*® Objectives for Development and Learning** **• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.2 Contributes particular language from the book at the appropriate time**
INDICATOR	**III.A.2.**	**Child enjoys looking at books and telling a story from the pictures or from memory.** ***GOLD*® Objectives for Development and Learning** **• Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts** **Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts**
INDICATOR	**III.A.3.**	**Child notices environmental print and connects meaning to it.** ***GOLD*® Objectives for Development and Learning** **• 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**
TEKS	**TX.1.**	**Texas Prekindergarten Guidelines (By around 48 months of age)**
STUDENT EXPECTATION	**1.III.**	**EMERGENT LITERACY – READING DOMAIN**
GRADE LEVEL EXPECTATION	**III.B.**	**Phonological Awareness Skills**
INDICATOR	**III.B.1.**	**Child can distinguish when two words rhyme.** ***GOLD*® Objectives for Development and Learning** **• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme** **Objective 15a.6 Decides whether two words rhyme**
INDICATOR	**III.B.2.**	**Child can distinguish when two words begin with the same sound.** ***GOLD*® Objectives for Development and Learning** **• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration** **Objective 15b.4 Shows awareness that some words begin the same way**
TEKS	**TX.1.**	**Texas Prekindergarten Guidelines (By around 48 months of age)**
STUDENT EXPECTATION	**1.III.**	**EMERGENT LITERACY – READING DOMAIN**
GRADE LEVEL EXPECTATION	**III.C.**	**Alphabet Knowledge Skills**
INDICATOR	**III.C.1.**	**Child names the first letter of his or her name.** ***GOLD*® Objectives for Development and Learning** **• Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters** **Objective 16a.2 Recognizes and names a few letters in own name**

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INDICATOR	**III.C.2.**	**Child identifies the letter associated with the sound of the first letters of his name.** ***GOLD*® Objectives for Development and Learning** **• Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences** **Objective 16b.2 Identifies the sounds of a few letters**
INDICATOR	**III.C.3.**	**Child produces the correct sound for the first letter of his name.** ***GOLD*® Objectives for Development and Learning** **• Objective Objectives for Development and Learning** **• Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences** **Objective 16b.2 Identifies the sounds of a few letters**
TEKS	**TX.1.**	**Texas Prekindergarten Guidelines (By around 48 months of age)**
STUDENT EXPECTATION	**1.III.**	**EMERGENT LITERACY – READING DOMAIN**
GRADE LEVEL EXPECTATION	**III.D.**	**Comprehension of Text Read Aloud Skills**
INDICATOR	**III.D.1.**	**Child interacts with a story as it is being read aloud.** ***GOLD*® Objectives for Development and Learning** **• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.2 Contributes particular language from the book at the appropriate time**
INDICATOR	**III.D.2.**	**Child interacts with books by describing what is seen/read in the book.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**III.D.3.**	**Child asks and answers age-appropriate questions about the book.** ***GOLD*® Objectives for Development and Learning** **• 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**
TEKS	**TX.1.**	**Texas Prekindergarten Guidelines (By around 48 months of age)**
STUDENT EXPECTATION	**1.III.**	**EMERGENT LITERACY – READING DOMAIN**
GRADE LEVEL EXPECTATION	**III.E.**	**Print Concepts**

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INDICATOR	**III.E.1.**	**Child understands that illustrations and print carry meaning.** **<u>*GOLD*® Objectives for Development and Learning</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	**III.E.2.**	**Child imitates actions that demonstrate that text progresses across pages.** **<u>*GOLD*® Objectives for Development and Learning</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**
TEKS	**TX.1.**	**Texas Prekindergarten Guidelines (By around 48 months of age)**
STUDENT EXPECTATION	**1.IV.**	**EMERGENT LITERACY – WRITING DOMAIN**
GRADE LEVEL EXPECTATION	**IV.A.**	**Motivation to Write Skills**
INDICATOR	**IV.A.1.**	**Child engages in free drawing and writing activities.** **<u>*GOLD*® Objectives for Development and Learning</u>** **• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message**
INDICATOR	**IV.A.2.**	**Child spontaneously "writes" in different situations.** **<u>*GOLD*® Objectives for Development and Learning</u>** **• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message**
TEKS	**TX.1.**	**Texas Prekindergarten Guidelines (By around 48 months of age)**
STUDENT EXPECTATION	**1.IV.**	**EMERGENT LITERACY – WRITING DOMAIN**
GRADE LEVEL EXPECTATION	**IV.B.**	**Writing as a Process**
INDICATOR	**IV.B.1.**	**Child verbally shares ideas and/or tells stories associated with marks on paper.** **<u>*GOLD*® Objectives for Development and Learning</u>** **• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message**
INDICATOR	**IV.B.2.**	**Child notices when an adult does not repeat or dictate his spoken language accurately.** **<u>*GOLD*® Objectives for Development and Learning</u>** **• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message**

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INDICATOR	**IV.B.3.**	**Child shows written products to others.** ***GOLD*® Objectives for Development and Learning** **• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message**
TEKS	**TX.1.**	**Texas Prekindergarten Guidelines (By around 48 months of age)**
STUDENT EXPECTATION	**1.IV.**	**EMERGENT LITERACY – WRITING DOMAIN**
GRADE LEVEL EXPECTATION	**IV.C.**	**Conventions in Writing**
INDICATOR	**IV.C.1.**	**Child records own name in whatever manner she is able.** ***GOLD*® Objectives for Development and Learning** **• Objective 19 Demonstrates writing skills a. Writes name** **Objective 19a.8 Writes letter strings**
INDICATOR	**IV.C.2.**	**Child spontaneously "writes" in various ways.** ***GOLD*® Objectives for Development and Learning** **• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message**
INDICATOR	**IV.C.3.**	**Child uses letter-like forms and actual letters to replace scribbles.** ***GOLD*® Objectives for Development and Learning** **• 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	**IV.C.4.**	**Child may use directionality based on a random starting place.** ***GOLD*® Objectives for Development and Learning** **• 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	**IV.C.5.**	**Child notices print and realizes that print is what is read rather than the picture.** ***GOLD*® Objectives for Development and Learning** **• 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**
TEKS	**TX.1.**	**Texas Prekindergarten Guidelines (By around 48 months of age)**
STUDENT EXPECTATION	**1.V.**	**MATHEMATICS DOMAIN**
GRADE LEVEL EXPECTATION	**V.A.**	**Counting Skills**

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INDICATOR	**V.A.1.**	**Child identifies objects.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations a. Counts** **Objective 20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object**
INDICATOR	**V.A.2.**	**Child recites number words in order up to 10.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations a. Counts** **Objective 20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object**
INDICATOR	**V.A.3.**	**Child counts up to 4 objects with one count per item.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations a. Counts** **Objective 20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object**
INDICATOR	**V.A.4.**	**Child identifies items that can be counted.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations a. Counts** **Objective 20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object**
INDICATOR	**V.A.5.**	**Child counts up to 4 items, and demonstrates understanding that the last count indicates how many items were counted.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations a. Counts** **Objective 20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object**
INDICATOR	**V.A.6.**	**Child begins to understand that items can be counted.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations a. Counts** **Objective 20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object**
INDICATOR	**V.A.7.**	**Child demonstrates proper use of the word "first."** ***GOLD*® Objectives for Development and Learning** **• Objective 22 Compares and measures c. Represents and analyzes data** **Objective 22c.2 Knows a few ordinal numbers**

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INDICATOR	**V.A.8.**	**Child verbally identifies without counting the number of objects from 1 to 3.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations b. Quantifies** **Objective 20b.3 Emerging to 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**
INDICATOR	**V.A.9.**	**Child recognizes one-digit numerals 1–4.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations c. Connects numerals with their quantities** **Objective 20c.3 Emerging to 20c.4 Identifies numerals to 5 by name and connects each to counted objects**
TEKS	**TX.1.**	**Texas Prekindergarten Guidelines (By around 48 months of age)**
STUDENT EXPECTATION	**1.V.**	**MATHEMATICS DOMAIN**
GRADE LEVEL EXPECTATION	**V.B.**	**Adding To/Taking Away Skills**
INDICATOR	**V.B.1.**	**Child understands that adding one or more concrete objects to a set will increase the number of objects in the set.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations b. Quantifies** **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**
INDICATOR	**V.B.2.**	**Child understands that taking away one or more objects from a set will decrease the number of objects in the set.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations b. Quantifies** **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**
INDICATOR	**V.B.3.**	**Child identifies two groups of objects placed side-by-side as being equal or non-equal.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations b. Quantifies** **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**
TEKS	**TX.1.**	**Texas Prekindergarten Guidelines (By around 48 months of age)**
STUDENT EXPECTATION	**1.V.**	**MATHEMATICS DOMAIN**
GRADE LEVEL EXPECTATION	**V.C.**	**Geometry and Spatial Sense Skills**

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INDICATOR	**V.C.1.**	**Child recognizes common shapes.** ***GOLD*® Objectives for Development and Learning** **• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes** **Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)**
INDICATOR	**V.C.2.**	**Child manipulates shapes using fine and gross motor skills.** ***GOLD*® Objectives for Development and Learning** **• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes** **Objective 21b.5 Emerging to 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation**
INDICATOR	**V.C.3.**	**Child begins to use language to describe location of objects.** ***GOLD*® Objectives for Development and Learning** **• Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** **Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)**
INDICATOR	**V.C.4.**	**Child moves objects during informal play.** ***GOLD*® Objectives for Development and Learning** **• Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** **Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)**
TEKS	**TX.1.**	**Texas Prekindergarten Guidelines (By around 48 months of age)**
STUDENT EXPECTATION	**1.V.**	**MATHEMATICS DOMAIN**
GRADE LEVEL EXPECTATION	**V.D.**	**Measurement Skills**
INDICATOR	**V.D.1.**	**Child understands that lengths of objects can vary and be compared.** ***GOLD*® Objectives for Development and Learning** **• Objective 22 Compares and measures a. Measures objects** **Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume**
INDICATOR	**V.D.2.**	**Child begins to recognize how much can be placed within an object.** ***GOLD*® Objectives for Development and Learning** **• Objective 22 Compares and measures a. Measures objects** **Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume**

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INDICATOR	**V.D.3.**	**Child understands that weights of objects can vary and be compared.** ***GOLD*® Objectives for Development and Learning** **• Objective 22 Compares and measures a. Measures objects** **Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume**
INDICATOR	**V.D.4.**	**Child shows awareness of the passage of time.** ***GOLD*® Objectives for Development and Learning** **• Objective 22 Compares and measures b. Measures time and money** **Objective 22b.2 Knows usual sequence of basic daily events**
TEKS	**TX.1.**	**Texas Prekindergarten Guidelines (By around 48 months of age)**
STUDENT EXPECTATION	**1.V.**	**MATHEMATICS DOMAIN**
GRADE LEVEL EXPECTATION	**V.E.**	**Classification and Patterns Skills**
INDICATOR	**V.E.1.**	**Child sorts objects that are the same and different.** ***GOLD*® Objectives for Development and Learning** **• Objective 13 Uses classification skills** **Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape**
INDICATOR	**V.E.2.**	**Child recognizes that data can be organized into a graphic representation.** ***GOLD*® Objectives for Development and Learning** **• Objective 22 Compares and measures c. Represents and analyzes data** **Objective 22c.3 Emerging to 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings**
INDICATOR	**V.E.3.**	**Child begins to recognize patterns.** ***GOLD*® Objectives for Development and Learning** **• Objective 23 Demonstrates knowledge of patterns** **Objective 23.3 Emerging to 23.4 Copies simple repeating patterns**
TEKS	**TX.1.**	**Texas Prekindergarten Guidelines (By around 48 months of age)**
STUDENT EXPECTATION	**1.IX.**	**PHYSICAL DEVELOPMENT DOMAIN**
GRADE LEVEL EXPECTATION	**IX.A.**	**Gross Motor Development Skills**
INDICATOR	**IX.A.1.**	**Child has mastered basic skills of running, jumping, climbing, and pedaling.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.6 Moves purposefully from place to place with control** **• Objective 5 Demonstrates balancing skills** **Objective 5.6 Sustains balance during simple movement experiences**

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INDICATOR	**IX.A.2.**	**Child engages in movement sequences with adult prompts.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.6 Moves purposefully from place to place with control**
TEKS	**TX.1.**	**Texas Prekindergarten Guidelines (By around 48 months of age)**
STUDENT EXPECTATION	**1.IX.**	**PHYSICAL DEVELOPMENT DOMAIN**
GRADE LEVEL EXPECTATION	**IX.B.**	**Fine–Motor Development Skills**
INDICATOR	**IX.B.1.**	**Child experiments with a variety of fine-motor tasks but may lack strength and control.** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.6 Uses refined wrist and finger movements**
INDICATOR	**IX.B.2.**	**Child shows emerging proficiency on tasks requiring eye-hand coordination (draws pictures recognizable to child but not others, cuts with scissors but may not cut all the way across a page).** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.6 Uses refined wrist and finger movements**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.I.**	**SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN**
GRADE LEVEL EXPECTATION	**I.A.**	**Self Concept Skills**
INDICATOR	**I.A.1.**	**Child is aware of where own body is in space and respects personal boundaries.** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
INDICATOR	**I.A.2.**	**Child shows self-awareness and can express pride in age appropriate abilities and skills.** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
INDICATOR	**I.A.3.**	**Child shows reasonable opinion of his own abilities and limitations.** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**

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INDICATOR	I.A.4.	Child shows initiative in independent situations and persists in attempting to solve problems. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
TEKS	TX.2.	Texas Prekindergarten Guidelines (End of Prekindergarten)
STUDENT EXPECTATION	2.I.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN
GRADE LEVEL EXPECTATION	I.B.	Self-Regulation Skills
INDICATOR	I.B.1.	Behavior Control
INDICATOR	I.B.1.a.	Child follows classroom rules and routines with occasional reminders from teacher. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	I.B.1.b.	Child takes care of and manages classroom materials. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	I.B.1.c.	Child regulates his own behavior with occasional reminders or assistance from teacher. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
TEKS	TX.2.	Texas Prekindergarten Guidelines (End of Prekindergarten)
STUDENT EXPECTATION	2.I.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN
GRADE LEVEL EXPECTATION	I.B.	Self-Regulation Skills
INDICATOR	I.B.2.	Emotional Control
INDICATOR	I.B.2.a.	Child begins to understand difference and connection between emotions/feelings and behaviors. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification

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INDICATOR	**I.B.2.b.**	**Child can communicate basic emotions/feelings.** ***GOLD*® Objectives for Development and Learning** **• 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	**I.B.2.c.**	**Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.6 Is able to look at a situation differently or delay gratification**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.I.**	**SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN**
GRADE LEVEL EXPECTATION	**I.B.**	**Self-Regulation Skills**
INDICATOR	**I.B.3.**	**Control of Attention**
INDICATOR	**I.B.3.a.**	**Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**I.B.3.b.**	**Child remains focused on engaging group activities for up to 20 minutes at a time.** ***GOLD*® Objectives for Development and Learning** **• 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**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.I.**	**SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN**
GRADE LEVEL EXPECTATION	**I.C.**	**Relationships with Others**
INDICATOR	**I.C.1.**	**Child uses effective verbal and non-verbal communication skills to build relationships with teachers/adults.** ***GOLD*® Objectives for Development and Learning** **• 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**

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INDICATOR	**I.C.2.**	**Child assumes various roles and responsibilities as part of a classroom community.** ***GOLD*® Objectives for Development and Learning** **• 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	**I.C.3.**	**Child shows competence in initiating social interactions.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children**
INDICATOR	**I.C.4.**	**Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children**
INDICATOR	**I.C.5.**	**Child initiates problem-solving strategies and seeks adult help when necessary.** ***GOLD*® Objectives for Development and Learning** **• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems** **Objective 3b.6 Suggest solutions to social problems**
INDICATOR	**I.C.6.**	**Child demonstrates empathy and caring for others.** ***GOLD*® Objectives for Development and Learning** **• 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	**I.C.7.**	**Child interacts with a variety of playmates and may have preferred friends.** ***GOLD*® Objectives for Development and Learning** **• 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**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.I.**	**SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN**
GRADE LEVEL EXPECTATION	**I.D.**	**Social Awareness Skills**

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INDICATOR	**I.D.1.**	**Child demonstrates an understanding that others have perspectives and feelings that are different from her own.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.8 Recognizes that others' feelings about a situation might be different from his own**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.II.**	**LANGUAGE AND COMMUNICATION DOMAIN**
GRADE LEVEL EXPECTATION	**II.A.**	**Listening Comprehension Skills**
INDICATOR	**II.A.1.**	**Child shows understanding by responding appropriately.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**II.A.2.**	**Child shows understanding by following two-step oral directions and usually follows three-step directions.** ***GOLD*® Objectives for Development and Learning** **• Objective 8 Listens to and understands increasingly complex language b. Follows directions** **Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences**
INDICATOR	**II.A.2E.**	**Child shows understanding by following one to two-step oral directions in English.** ***GOLD*® Objectives for Development and Learning** **• Objective 8 Listens to and understands increasingly complex language b. Follows directions** **Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences**
INDICATOR	**II.A.3.**	**Child shows understanding of the language being spoken by teachers and peers.** ***GOLD*® Objectives for Development and Learning** **• 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**

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INDICATOR	**II.A.3E.**	**Child shows understanding of the new language being spoken by English-speaking teachers and peers.** ***GOLD*® Objectives for Development and Learning** **• Objective 37 Demonstrates progress in listening to and understanding English** **Objective 37.6 Responds to words and phrases in English when they are not accompanied by gestures or other visual aids**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.II.**	**LANGUAGE AND COMMUNICATION DOMAIN**
GRADE LEVEL EXPECTATION	**II.B.**	**Speaking (Conversation) Skills**
INDICATOR	**II.B.1.**	**Child is able to use language for different purposes.** ***GOLD*® Objectives for Development and Learning** **• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations** **Objective 10a.6 Engages in conversations of at least three exchanges**
INDICATOR	**II.B.2.**	**Child engages in conversations in appropriate ways.** ***GOLD*® Objectives for Development and Learning** **• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations** **Objective 10a.6 Engages in conversations of at least three exchanges**
INDICATOR	**II.B.3.**	**Child provides appropriate information for various situations.** ***GOLD*® Objectives for Development and Learning** **• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations** **Objective 10a.6 Engages in conversations of at least three exchanges**
INDICATOR	**II.B.4.**	**Child demonstrates knowledge of verbal conversational rules.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**II.B.5.**	**Child demonstrates knowledge of nonverbal conversational rules.** ***GOLD*® Objectives for Development and Learning** **• 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**

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INDICATOR	**II.B.6.**	**Child matches language to social contexts.** ***GOLD*® Objectives for Development and Learning** **• 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**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.II.**	**LANGUAGE AND COMMUNICATION DOMAIN**
GRADE LEVEL EXPECTATION	**II.C.**	**Speech Production Skills**
INDICATOR	**II.C.1.**	**Child's speech is understood by both the teacher and other adults in the school.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs b. Speaks clearly** **Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words**
INDICATOR	**II.C.2.**	**Child perceives differences between similar sounding words.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs b. Speaks clearly** **Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words**
INDICATOR	**II.C.3.**	**Child investigates and demonstrates growing understanding of the sounds and intonation of language.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs b. Speaks clearly** **Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words**
INDICATOR	**II.C.3E.**	**Child investigates and demonstrates growing understanding of the sounds and intonation of the English language.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs b. Speaks clearly** **Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.II.**	**LANGUAGE AND COMMUNICATION DOMAIN**
GRADE LEVEL EXPECTATION	**II.D.**	**Vocabulary Skills**

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INDICATOR	**II.D.1.**	**Child uses a wide variety of words to label and describe people, places, things, and actions.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**II.D.2.**	**Child demonstrates understanding of terms used in the instructional language of the classroom.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**II.D.3.**	**Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**II.D.3E.**	**Child learning English as a second language comprehends up to 1,000 words (ELL child will comprehend many more words than he or she uses.).** ***GOLD*® Objectives for Development and Learning** **• Objective 37 Demonstrates progress in listening to and understanding English** **Objective 37.6 Responds to words and phrases in English when they are not accompanied by gestures or other visual aids**
INDICATOR	**II.D.4.**	**Child uses a large speaking vocabulary, adding several new words daily.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**II.D.5.**	**Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.** ***GOLD*® Objectives for Development and Learning** **• 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**

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INDICATOR	**II.D.6E.**	**Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)** ***GOLD*® Objectives for Development and Learning** **• 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**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.II.**	**LANGUAGE AND COMMUNICATION DOMAIN**
GRADE LEVEL EXPECTATION	**II.E.**	**Sentences and Structure Skills**
INDICATOR	**II.E.1.**	**Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.6 Uses complete, four- to six-word sentences**
INDICATOR	**II.E.2.**	**Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)**
INDICATOR	**II.E.3.**	**Child uses sentences with more than one phrase.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)**
INDICATOR	**II.E.4.**	**Child combines more than one idea using complex sentences.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)**

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INDICATOR	**II.E.5.**	**Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)**
INDICATOR	**II.E.6E.**	**Child engages in various forms of nonverbal communication with those who do not speak her native language.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**II.E.7E.**	**Child uses single words and simple phrases to communicate meaning in social situations.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**II.E.8E.**	**Child attempts to use new vocabulary and grammar in speech.** ***GOLD*® Objectives for Development and Learning** **• 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**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.III.**	**EMERGENT LITERACY – READING DOMAIN**
GRADE LEVEL EXPECTATION	**III.A.**	**Motivation to Read Skills**
INDICATOR	**III.A.1.**	**Child engages in pre-reading and reading-related activities.** ***GOLD*® Objectives for Development and Learning** **• Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills** **Objective 18b.4 Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult**

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INDICATOR	**III.A.2.**	**Child self-selects books and other written materials to engage in pre-reading behaviors.** ***GOLD*® Objectives for Development and Learning** **• Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills** **Objective 18b.4 Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult**
INDICATOR	**III.A.3.**	**Child recognizes that text has meaning.** ***GOLD*® Objectives for Development and Learning** **• 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**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.III.**	**EMERGENT LITERACY – READING DOMAIN**
GRADE LEVEL EXPECTATION	**III.B.**	**Phonological Awareness Skills**
INDICATOR	**III.B.1.**	**Child separates a normally spoken four-word sentence into individual words.** ***GOLD*® Objectives for Development and Learning** **• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound** **Objective 15c.2 Shows awareness of separate words in sentences**
INDICATOR	**III.B.2.**	**Child combines words to make a compound word.** ***GOLD*® Objectives for Development and Learning** **• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound** **Objective 15c.4 Shows awareness of separate syllables in words**
INDICATOR	**III.B.3.**	**Child deletes a word from a compound word.** ***GOLD*® Objectives for Development and Learning** **• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound** **Objective 15c.4 Shows awareness of separate syllables in words**
INDICATOR	**III.B.4.**	**Child blends syllables into words.** ***GOLD*® Objectives for Development and Learning** **• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound** **Objective 15c.4 Shows awareness of separate syllables in words**

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INDICATOR	**III.B.5.**	**Child can segment a syllable from a word.** ***GOLD*® Objectives for Development and Learning** **• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound** **Objective 15c.4 Shows awareness of separate syllables in words**
INDICATOR	**III.B.6.**	**Child can recognize rhyming words.** ***GOLD*® Objectives for Development and Learning** **• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme** **Objective 15a.6 Decides whether two words rhyme**
INDICATOR	**III.B.7.**	**Child can produce a word that begins with the same sound as a given pair of words.** ***GOLD*® Objectives for Development and Learning** **• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration** **Objective 15b.6 Matches beginning sounds of some words**
INDICATOR	**III.B.8.**	**Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.** ***GOLD*® Objectives for Development and Learning** **• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound** **Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words**
INDICATOR	**III.B.9.**	**Child recognizes and blends spoken phonemes into one syllable words with pictorial support.** ***GOLD*® Objectives for Development and Learning** **• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound** **Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.III.**	**EMERGENT LITERACY – READING DOMAIN**
GRADE LEVEL EXPECTATION	**III.C.**	**Alphabet Knowledge Skills**
INDICATOR	**III.C.1.**	**Child names at least 20 upper and at least 20 lower case letters in the language of instruction.** ***GOLD*® Objectives for Development and Learning** **• Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters** **Objective 16a.7 Emerging to 16a.8 Identifies and names all upper- and lowercase letters when presented in random order**

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INDICATOR	**III.C.2.**	**Child recognizes at least 20 distinct letter sounds in the language of instruction.** ***GOLD*® Objectives for Development and Learning** **• Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences** **Objective 16b.5 Emerging to 16b.6 Produces at least one correct sound for each letter in the alphabet**
INDICATOR	**III.C.3.**	**Child produces at least 20 distinct letter sound correspondences in the language of instruction** ***GOLD*® Objectives for Development and Learning** **• Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences** **Objective 16b.5 Emerging to 16b.6 Produces at least one correct sound for each letter in the alphabet**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.III.**	**EMERGENT LITERACY – READING DOMAIN**
GRADE LEVEL EXPECTATION	**III.D.**	**Comprehension of Text Read Aloud Skills**
INDICATOR	**III.D.1.**	**Child retells or re-enacts a story after it is read aloud.** ***GOLD*® Objectives for Development and Learning** **• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**
INDICATOR	**III.D.2.**	**Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.** ***GOLD*® Objectives for Development and Learning** **• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**
INDICATOR	**III.D.3.**	**Child asks and responds to questions relevant to the text read aloud.** ***GOLD*® Objectives for Development and Learning** **• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**

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INDICATOR	**III.D.4.**	**Child will make inferences and predictions about text.** ***GOLD*® Objectives for Development and Learning** **• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 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**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.III.**	**EMERGENT LITERACY – READING DOMAIN**
GRADE LEVEL EXPECTATION	**III.E.**	**Print Concepts**
INDICATOR	**III.E.1.**	**Child can distinguish between elements of print including letters, words, and pictures.** ***GOLD*® Objectives for Development and Learning** **• Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts** **Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation**
INDICATOR	**III.E.2.**	**Child demonstrates understanding of print directionality including left to right and top to bottom.** ***GOLD*® Objectives for Development and Learning** **• 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	**III.E.3.**	**Child can identify some conventional features of print that communicate meaning including end punctuation and case.** ***GOLD*® Objectives for Development and Learning** **• Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts** **Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.IV.**	**EMERGENT LITERACY – WRITING DOMAIN**
GRADE LEVEL EXPECTATION	**IV.A.**	**Motivation to Write Skills**
INDICATOR	**IV.A.1.**	**Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.** ***GOLD*® Objectives for Development and Learning** **• 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**

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INDICATOR	**IV.A.2.**	**Child independently writes to communicate his/her ideas for a variety of purposes.** ***GOLD*® Objectives for Development and Learning** **• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.IV.**	**EMERGENT LITERACY – WRITING DOMAIN**
GRADE LEVEL EXPECTATION	**IV.B.**	**Writing as a Process**
INDICATOR	**IV.B.1.**	**Child discusses and contributes ideas for drafts composed in whole/small group writing activities.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects**
INDICATOR	**IV.B.2.**	**Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.** ***GOLD*® Objectives for Development and Learning** **• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.11 Emerging to 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed**
INDICATOR	**IV.B.3.**	**Child shares and celebrates class-made and individual written products** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.IV.**	**EMERGENT LITERACY – WRITING DOMAIN**
GRADE LEVEL EXPECTATION	**IV.C.**	**Conventions in Writing**

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INDICATOR	**IV.C.1.**	**Child writes own name (first name or frequent nickname) using legible letters in proper sequence.** ***GOLD*® Objectives for Development and Learning** **• Objective 19 Demonstrates writing skills a. Writes name** **Objective 19a.10 Writes partially accurate first name**
INDICATOR	**IV.C.2.**	**Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.** ***GOLD*® Objectives for Development and Learning** **• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message**
INDICATOR	**IV.C.3.**	**Child independently uses letters to make words or parts of words.** ***GOLD*® Objectives for Development and Learning** **• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message**
INDICATOR	**IV.C.4.**	**Child uses appropriate directionality when writing (top to bottom, left to right).** ***GOLD*® Objectives for Development and Learning** **• Objective 19 Demonstrates writing skills c. Writes using conventions** **Objective 19c.1 Emerging to 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships**
INDICATOR	**IV.C.5.**	**Child begins to experiment with punctuation when writing.** ***GOLD*® Objectives for Development and Learning** **• Objective 19 Demonstrates writing skills c. Writes using conventions** **Objective 19c.1 Emerging to 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.V.**	**MATHEMATICS DOMAIN**
GRADE LEVEL EXPECTATION	**V.A.**	**Counting Skills**

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INDICATOR	**V.A.1.**	**Child knows that objects, or parts of an object, can be counted.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations a. Counts** **Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object**
INDICATOR	**V.A.2.**	**Child uses words to rote count from 1 to 30.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations a. Counts** **Objective 20a.7 Emerging to 20a.8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20**
INDICATOR	**V.A.3.**	**Child counts 1–10 items, with one count per item.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations a. Counts** **Objective 20a.5 Emerging to 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**
INDICATOR	**V.A.4.**	**Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations a. Counts** **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**
INDICATOR	**V.A.5.**	**Child counts up to 10 items and demonstrates that the last count indicates how many items were counted.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations a. Counts** **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**
INDICATOR	**V.A.6.**	**Child demonstrates understanding that when counting, the items can be chosen in any order.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations b. Quantifies** **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**

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INDICATOR	**V.A.7.**	**Child uses the verbal ordinal terms.** ***GOLD*® Objectives for Development and Learning** **• Objective 22 Compares and measures c. Represents and analyzes data** **Objective 22c.2 Knows a few ordinal numbers**
INDICATOR	**V.A.8.**	**Child verbally identifies, without counting, the number of objects from 1 to 5.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations b. Quantifies** **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**
INDICATOR	**V.A.9.**	**Child recognizes one-digit numerals, 0–9.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations c. Connects numerals with their quantities** **Objective 20c.5 Emerging to 20c.6 Identifies numerals to 10 by name and connects each to counted objects**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.V.**	**MATHEMATICS DOMAIN**
GRADE LEVEL EXPECTATION	**V.B.**	**Adding To/Taking Away Skills**
INDICATOR	**V.B.1.**	**Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships** **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**
INDICATOR	**V.B.2.**	**Child uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships** **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**

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INDICATOR	**V.B.3.**	**Child uses informal strategies to separate up to 10 items into equal groups.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations b. Quantifies** **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**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.V.**	**MATHEMATICS DOMAIN**
GRADE LEVEL EXPECTATION	**V.C.**	**Geometry and Spatial Sense Skills**
INDICATOR	**V.C.1.**	**Child names common shapes.** ***GOLD*® Objectives for Development and Learning** **• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes** **Objective 21b.5 Emerging to 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation**
INDICATOR	**V.C.2.**	**Child creates shapes.** ***GOLD*® Objectives for Development and Learning** **• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes** **Objective 21b.7 Emerging to 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes**
INDICATOR	**V.C.3.**	**Child demonstrates use of location words (such as "over," "under," "above," "on," "beside," "next to," "between," "in front of," "near," "far," etc.).** ***GOLD*® Objectives for Development and Learning** **• Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** **Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance**
INDICATOR	**V.C.4.**	**Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.** ***GOLD*® Objectives for Development and Learning** **• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes** **Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.V.**	**MATHEMATICS DOMAIN**

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GRADE LEVEL EXPECTATION	**V.D.**	**Measurement Skills**
INDICATOR	**V.D.1.**	**Child recognizes and compares heights or lengths of people or objects.** ***GOLD*® Objectives for Development and Learning** **• Objective 22 Compares and measures a. Measures objects** **Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools**
INDICATOR	**V.D.2.**	**Child recognizes how much can be placed within an object.** ***GOLD*® Objectives for Development and Learning** **• Objective 22 Compares and measures a. Measures objects** **Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools**
INDICATOR	**V.D.3.**	**Child informally recognizes and compares weights of objects or people.** ***GOLD*® Objectives for Development and Learning** **• Objective 22 Compares and measures a. Measures objects** **Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools**
INDICATOR	**V.D.4.**	**Child uses language to describe concepts associated with the passing of time.** ***GOLD*® Objectives for Development and Learning** **• Objective 22 Compares and measures b. Measures time and money** **Objective 22b.4 Relates time to daily routines and schedule**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.V.**	**MATHEMATICS DOMAIN**
GRADE LEVEL EXPECTATION	**V.E.**	**Classification and Patterns Skills**
INDICATOR	**V.E.1.**	**Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.** ***GOLD*® Objectives for Development and Learning** **• Objective 13 Uses classification skills** **Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason**
INDICATOR	**V.E.2.**	**Child collects data and organizes it in a graphic representation.** ***GOLD*® Objectives for Development and Learning** **• Objective 22 Compares and measures c. Represents and analyzes data** **Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings**

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INDICATOR	**V.E.3.**	**Child recognizes and creates patterns.** ***GOLD*® Objectives for Development and Learning** **• Objective 23 Demonstrates knowledge of patterns** **Objective 23.6 Extends and creates simple repeating patterns**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.VI.**	**SCIENCE DOMAIN**
GRADE LEVEL EXPECTATION	**VI.A.**	**Physical Science Skills**
INDICATOR	**VI.A.1.**	**Child observes, investigates describes, and discusses properties and characteristics of common objects.** ***GOLD*® Objectives for Development and Learning** **• Objective 26 Demonstrates knowledge of the physical properties of objects and materials**
INDICATOR	**VI.A.2.**	**Child observes, investigates describes and discusses position and motion of objects.** ***GOLD*® Objectives for Development and Learning** **• Objective 26 Demonstrates knowledge of the physical properties of objects and materials**
INDICATOR	**VI.A.3.**	**Child uses simple measuring devices to learn about objects.** ***GOLD*® Objectives for Development and Learning** **• Objective 28 Uses tools and other technology to perform tasks**
INDICATOR	**VI.A.4.**	**Child observes investigates describes and discusses sources of energy including light, heat, and electricity.** ***GOLD*® Objectives for Development and Learning** **• Objective 27 Demonstrates knowledge of Earth's environment**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.VI.**	**SCIENCE DOMAIN**
GRADE LEVEL EXPECTATION	**VI.B.**	**Life Sciences Skills**
INDICATOR	**VI.B.1.**	**Child observes, investigates, describes and discusses the characteristics of organisms.** ***GOLD*® Objectives for Development and Learning** **• Objective 25 Demonstrates knowledge of the characteristics of living things**
INDICATOR	**VI.B.2.**	**Child describes life cycles of organisms.** ***GOLD*® Objectives for Development and Learning** **• Objective 25 Demonstrates knowledge of the characteristics of living things**

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INDICATOR	**VI.B.3.**	**Child observes, investigates, describes and discusses the relationship of organisms to their environments.** ***GOLD*® Objectives for Development and Learning** **• Objective 25 Demonstrates knowledge of the characteristics of living things**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.VI.**	**SCIENCE DOMAIN**
GRADE LEVEL EXPECTATION	**VI.C.**	**Earth and Space Science Skills**
INDICATOR	**VI.C.1.**	**Child observes, investigates, describes and discusses earth materials, and their properties and uses.** ***GOLD*® Objectives for Development and Learning** **• Objective 27 Demonstrates knowledge of Earth's environment**
INDICATOR	**VI.C.2.**	**Child identifies, observes, and discusses objects in the sky.** ***GOLD*® Objectives for Development and Learning** **• Objective 27 Demonstrates knowledge of Earth's environment**
INDICATOR	**VI.C.3.**	**Child observes and describes what happens during changes in the earth and sky.** ***GOLD*® Objectives for Development and Learning** **• Objective 27 Demonstrates knowledge of Earth's environment**
INDICATOR	**VI.C.4.**	**Child demonstrates the importance of caring for our environment and our planet.** ***GOLD*® Objectives for Development and Learning** **• Objective 27 Demonstrates knowledge of Earth's environment**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.VII.**	**SOCIAL STUDIES DOMAIN**
GRADE LEVEL EXPECTATION	**VII.A.**	**People, Past and Present Skills**
INDICATOR	**VII.A.1.**	**Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.** ***GOLD*® Objectives for Development and Learning** **• Objective 30 Shows basic understanding of people and how they live**
INDICATOR	**VII.A.2.**	**Child identifies similarities and differences in characteristics of families.** ***GOLD*® Objectives for Development and Learning** **• Objective 30 Shows basic understanding of people and how they live**

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INDICATOR	**VII.A.3.**	**Child connects their life to events, time, and routines.** ***GOLD*® Objectives for Development and Learning** **• Objective 31 Explores change related to familiar people or places**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.VII.**	**SOCIAL STUDIES DOMAIN**
GRADE LEVEL EXPECTATION	**VII.B.**	**Economic Skills**
INDICATOR	**VII.B.1.**	**Child demonstrates that all people need food, clothing, and shelter.** ***GOLD*® Objectives for Development and Learning** **• Objective 30 Shows basic understanding of people and how they live**
INDICATOR	**VII.B.2.**	**Child demonstrates understanding of what it means to be a consumer.** ***GOLD*® Objectives for Development and Learning** **• Objective 30 Shows basic understanding of people and how they live**
INDICATOR	**VII.B.3.**	**Child discusses the roles and responsibilities of family, school, and community helpers.** ***GOLD*® Objectives for Development and Learning** **• Objective 30 Shows basic understanding of people and how they live**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.VII.**	**SOCIAL STUDIES DOMAIN**
GRADE LEVEL EXPECTATION	**VII.C.**	**Geography Skills**
INDICATOR	**VII.C.1.**	**Child identifies and creates common features in the natural environment.** ***GOLD*® Objectives for Development and Learning** **• Objective 32 Demonstrates simple geographic knowledge**
INDICATOR	**VII.C.2.**	**Child explores geography tools and resources** ***GOLD*® Objectives for Development and Learning** **• Objective 32 Demonstrates simple geographic knowledge**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.VII.**	**SOCIAL STUDIES DOMAIN**
GRADE LEVEL EXPECTATION	**VII.D.**	**Citizenship Skills**
INDICATOR	**VII.D.1.**	**Child identifies flags of the United States and Texas.** ***GOLD*® Objectives for Development and Learning** **• Objective 30 Shows basic understanding of people and how they live**

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INDICATOR	VII.D.2.	Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence. *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
INDICATOR	VII.D.3.	The child engages in voting as a method for group decision-making. *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
TEKS	TX.2.	Texas Prekindergarten Guidelines (End of Prekindergarten)
STUDENT EXPECTATION	2.VIII.	FINE ARTS DOMAIN
GRADE LEVEL EXPECTATION	VIII.A.	Art Skills
INDICATOR	VIII.A.1.	Child uses a variety of art materials and activities for sensory experience and exploration. *GOLD*® Objectives for Development and Learning • Objective 33 Explores the visual arts
INDICATOR	VIII.A.2.	Child uses art as a form of creative self-expression and representation. *GOLD*® Objectives for Development and Learning • Objective 33 Explores the visual arts
INDICATOR	VIII.A.3.	Child demonstrates interest in and shows appreciation for the creative work of others. *GOLD*® Objectives for Development and Learning • Objective 33 Explores the visual arts
TEKS	TX.2.	Texas Prekindergarten Guidelines (End of Prekindergarten)
STUDENT EXPECTATION	2.VIII.	FINE ARTS DOMAIN
GRADE LEVEL EXPECTATION	VIII.B.	Music Skills
INDICATOR	VIII.B.1.	Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. *GOLD*® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
INDICATOR	VIII.B.2.	Child responds to different musical styles through movement and play. *GOLD*® Objectives for Development and Learning • Objective 35 Explores dance and movement concepts
TEKS	TX.2.	Texas Prekindergarten Guidelines (End of Prekindergarten)
STUDENT EXPECTATION	2.VIII.	FINE ARTS DOMAIN
GRADE LEVEL EXPECTATION	VIII.C.	Dramatic Expression Skills

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INDICATOR	**VIII.C.1.**	**Child creates or recreates stories, moods, or experiences through dramatic representations.** ***GOLD*® Objectives for Development and Learning** **• Objective 36 Explores drama through actions and language**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.IX.**	**PHYSICAL DEVELOPMENT DOMAIN**
GRADE LEVEL EXPECTATION	**IX.A.**	**Gross Motor Development Skills**
INDICATOR	**IX.A.1.**	**Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.8 Coordinates increasingly complex movements in play and games** **• Objective 5 Demonstrates balancing skills** **Objective 5.8 Sustains balance during complex movement experiences**
INDICATOR	**IX.A.2.**	**Child coordinates sequence of movements to perform tasks.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.8 Coordinates increasingly complex movements in play and games**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.IX.**	**PHYSICAL DEVELOPMENT DOMAIN**
GRADE LEVEL EXPECTATION	**IX.B.**	**Fine–Motor Development Skills**
INDICATOR	**IX.B.1.**	**Child shows control of tasks that require small-muscle strength and control.** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.8 Uses small, precise finger and hand movements**
INDICATOR	**IX.B.2.**	**Child shows increasing control of tasks that require eye-hand coordination.** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.8 Uses small, precise finger and hand movements**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.IX.**	**PHYSICAL DEVELOPMENT DOMAIN**
GRADE LEVEL EXPECTATION	**IX.C.**	**Personal Safety and Health Skills**

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INDICATOR	**IX.C.1.**	**Child practices good habits of personal safety.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Takes responsibility for own well-being**
INDICATOR	**IX.C.2.**	**Child practices good habits of personal health and hygiene.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Takes responsibility for own well-being**
INDICATOR	**IX.C.3.**	**Child identifies good habits of nutrition and exercise.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Takes responsibility for own well-being**
TEKS	**TX.2.**	**Texas Prekindergarten Guidelines (End of Prekindergarten)**
STUDENT EXPECTATION	**2.X.**	**TECHNOLOGY APPLICATIONS DOMAIN**
GRADE LEVEL EXPECTATION	**X.A.**	**Technology and Devices Skills**
INDICATOR	**X.A.1.**	**Child opens and navigates through digital learning applications and programs.** ***GOLD*® Objectives for Development and Learning** **• Objective 28 Uses tools and other technology to perform tasks**
INDICATOR	**X.A.2.**	**Child uses, operates, and names a variety of digital tools.** ***GOLD*® Objectives for Development and Learning** **• Objective 28 Uses tools and other technology to perform tasks**
INDICATOR	**X.A.3.**	**Child uses digital learning applications and programs to create digital products and express own ideas.** ***GOLD*® Objectives for Development and Learning** **• Objective 28 Uses tools and other technology to perform tasks**
INDICATOR	**X.A.4.**	**Child uses technology to access appropriate information.** ***GOLD*® Objectives for Development and Learning** **• Objective 28 Uses tools and other technology to perform tasks**

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INDICATOR	**X.A.5.**	**Child practices safe behavior while using digital tools and resources.** ***GOLD*® Objectives for Development and Learning** **• Objective 28 Uses tools and other technology to perform tasks**

Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines

Ages 0 to 8 months, adopted 2011

TEKS	**TX.I.PHMD.**	**Physical Health and Motor Development (Infants: 0 to 8 months)**
STUDENT EXPECTATION	**I.PHMD.1.**	**Health and Well-being**
GRADE LEVEL EXPECTATION	**I.PHMD.1.1.**	**Health and Well-being Indicators:**
INDICATOR	**I.PHMD.1.1.1.**	**Shows signs of healthy development.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**I.PHMD.1.1.2.**	**Responds when physical needs are met.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**I.PHMD.1.1.3.**	**Expresses physical needs nonverbally or verbally.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**I.PHMD.1.1.4.**	**Participates in physical care routines.** ***GOLD*® Objectives for Development and Learning** **• 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**

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INDICATOR	**I.PHMD.1.1.5.**	**Begins to develop self-care skills.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**I.PHMD.1.1.6.**	**Begins to understand safe and unsafe behaviors.** ***GOLD*® Objectives for Development and Learning** **• 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**
TEKS	**TX.I.PHMD.**	**Physical Health and Motor Development (Infants: 0 to 8 months)**
STUDENT EXPECTATION	**I.PHMD.2.**	**Gross Motor Skills**
GRADE LEVEL EXPECTATION	**I.PHMD.2.1.**	**Gross Motor Skills Indicators:**
INDICATOR	**I.PHMD.2.1.1.**	**Moves body, arms, and legs with increasing coordination.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.2 Moves to explore immediate environment**
INDICATOR	**I.PHMD.2.1.2.**	**Demonstrates increasing balance, stability, control, and coordination.** ***GOLD*® Objectives for Development and Learning** **• Objective 5 Demonstrates balancing skills** **Objective 5.2 Balances while exploring immediate environment**
INDICATOR	**I.PHMD.2.1.3.**	**Develops increasing ability to change positions and move body from place to place.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.2 Moves to explore immediate environment**
INDICATOR	**I.PHMD.2.1.4.**	**Moves body to achieve a goal.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.2 Moves to explore immediate environment**
TEKS	**TX.I.PHMD.**	**Physical Health and Motor Development (Infants: 0 to 8 months)**
STUDENT EXPECTATION	**I.PHMD.3.**	**Fine Motor Skills**
GRADE LEVEL EXPECTATION	**I.PHMD.3.1.**	**Fine Motor Skills Indicators:**

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INDICATOR	**I.PHMD.3.1.1.**	**Uses hands or feet to touch objects or people.** ***GOLD*® Objectives for Development and Learning** **• Objective Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.2 Reaches for, touches, and holds objects purposefully**
INDICATOR	**I.PHMD.3.1.2.**	**Develops small muscle control and coordination.** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.2 Reaches for, touches, and holds objects purposefully**
INDICATOR	**I.PHMD.3.1.3.**	**Coordinates eye and hand movements.** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.2 Reaches for, touches, and holds objects purposefully**
INDICATOR	**I.PHMD.3.1.4.**	**Uses tools and different actions on objects.** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.2 Reaches for, touches, and holds objects purposefully**
TEKS	**TX.I.SED.**	**Social and Emotional Development (Infants: 0 to 8 months)**
STUDENT EXPECTATION	**I.SED.1.**	**Trust and Emotional Security**
GRADE LEVEL EXPECTATION	**I.SED.1.1.**	**Trust and Emotional Security Indicators:**
INDICATOR	**I.SED.1.1.1.**	**Establishes secure relationships with primary caregivers.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.2 Demonstrates a secure attachment to one or more adults**
INDICATOR	**I.SED.1.1.2.**	**Differentiates between familiar and unfamiliar adults.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.2 Demonstrates a secure attachment to one or more adults**

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INDICATOR	**I.SED.1.1.3.**	**Shows emotional connections and attachment to others while beginning to show independence.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.2 Demonstrates a secure attachment to one or more adults**
TEKS	**TX.I.SED.**	**Social and Emotional Development (Infants: 0 to 8 months)**
STUDENT EXPECTATION	**I.SED.2.**	**Self-Awareness**
GRADE LEVEL EXPECTATION	**I.SED.2.1.**	**Self-Awareness Indicators:**
INDICATOR	**I.SED.2.1.1.**	**Expresses needs and wants through facial expressions, sounds, or gestures.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**I.SED.2.1.2.**	**Develops awareness of self as separate from others.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**I.SED.2.1.3.**	**Shows confidence in increasing abilities.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**I.SED.2.1.4.**	**Shows awareness of relationship to family/community/cultural group.** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
TEKS	**TX.I.SED.**	**Social and Emotional Development (Infants: 0 to 8 months)**
STUDENT EXPECTATION	**I.SED.3.**	**Self-Regulation**
GRADE LEVEL EXPECTATION	**I.SED.3.1.**	**Self-Regulation Indicators:**
INDICATOR	**I.SED.3.1.1.**	**Begins to manage own behavior and demonstrates increasing control of emotion.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.2 Uses adult support to calm self**

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INDICATOR	I.SED.3.1.2.	Shows ability to cope with stress. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
INDICATOR	I.SED.3.1.3.	Develops understanding of simple routines, rules or limitations. *GOLD*® Objectives for Development and Learning • 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
TEKS	TX.I.SED.	Social and Emotional Development (Infants: 0 to 8 months)
STUDENT EXPECTATION	I.SED.4.	Relationships with Others
GRADE LEVEL EXPECTATION	I.SED.4.1.	Relationships with Others Indicators:
INDICATOR	I.SED.4.1.1.	Shows interest in and awareness of others. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
INDICATOR	I.SED.4.1.2.	Responds to and interacts with others. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
INDICATOR	I.SED.4.1.3.	Begins to recognize and respond to the feelings and emotions of others and begins to show concern. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
TEKS	TX.I.LCD.	Language and Communication Development (Infants: 0 to 8 months)
STUDENT EXPECTATION	I.LCD.1.	Listening and Understanding
GRADE LEVEL EXPECTATION	I.LCD.1.1.	Listening and Understanding Indicators:
INDICATOR	I.LCD.1.1.1.	Listens with interest to language of others. *GOLD*® Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others

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INDICATOR	**I.LCD.1.1.2.**	**Responds to nonverbal and verbal communication of others.** ***GOLD*® Objectives for Development and Learning** **• Objective 8 Listens to and understands increasingly complex language b. Follows directions** **Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice**
INDICATOR	**I.LCD.1.1.3.**	**Begins to understand the rules of conversation.** ***GOLD*® Objectives for Development and Learning** **• Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language** **Objective 10b.1 Emerging to 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating**
TEKS	**TX.I.LCD.**	**Language and Communication Development (Infants: 0 to 8 months)**
STUDENT EXPECTATION	**I.LCD.2.**	**Communication and Speaking**
GRADE LEVEL EXPECTATION	**I.LCD.2.1.**	**Communication and Speaking Indicators:**
INDICATOR	**I.LCD.2.1.1.**	**Uses consistent sounds, gestures, or words to communicate for a variety of purposes.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.2 Vocalizes and gestures to communicate**
INDICATOR	**I.LCD.2.1.2.**	**Imitates sounds, gestures, signs, or words.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**I.LCD.2.1.3.**	**Uses language to engage in simple conversations.** ***GOLD*® Objectives for Development and Learning** **• 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**
TEKS	**TX.I.LCD.**	**Language and Communication Development (Infants: 0 to 8 months)**
STUDENT EXPECTATION	**I.LCD.3.**	**Emergent Literacy**
GRADE LEVEL EXPECTATION	**I.LCD.3.1.**	**Emergent Literacy Indicators:**

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INDICATOR	**I.LCD.3.1.1.**	**Shows interest in songs, rhymes, and stories.** ***GOLD*® Objectives for Development and Learning** **• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration** **Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds**
INDICATOR	**I.LCD.3.1.2.**	**Develops interest in and involvement with books and other print materials.** ***GOLD*® Objectives for Development and Learning** **• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.2 Shows interest in books**
INDICATOR	**I.LCD.3.1.3.**	**Begins to recognize and understand symbols.** ***GOLD*® Objectives for Development and Learning** **• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.2 Shows interest in books**
INDICATOR	**I.LCD.3.1.4.**	**Begins to develop interests and skills related to emergent writing.** ***GOLD*® Objectives for Development and Learning** **• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.2 Shows interest in books**
TEKS	**TX.I.CD.**	**Cognitive Development (Infants: 0 to 8 months)**
STUDENT EXPECTATION	**I.CD.1.**	**Exploration and Discovery**
GRADE LEVEL EXPECTATION	**I.CD.1.1.**	**Exploration and Discovery Indicators:**
INDICATOR	**I.CD.1.1.1.**	**Pays attention and exhibits curiosity in people and objects.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.2 Pays attention to sights and sounds**
INDICATOR	**I.CD.1.1.2.**	**Uses senses to explore people, objects, and the environment.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**

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INDICATOR	**I.CD.1.1.3.**	**Shows interest in colors, shapes, patterns, and pictures.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.2 Pays attention to sights and sounds**
INDICATOR	**I.CD.1.1.4.**	**Makes things happen and watches for results and repeats actions.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.2 Repeats actions to obtain similar results**
TEKS	**TX.I.CD.**	**Cognitive Development (Infants: 0 to 8 months)**
STUDENT EXPECTATION	**I.CD.2.**	**Problem Solving**
GRADE LEVEL EXPECTATION	**I.CD.2.1.**	**Problem Solving Indicators:**
INDICATOR	**I.CD.2.1.1.**	**Experiments with different uses for objects.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal**
INDICATOR	**I.CD.2.1.2.**	**Shows imagination, creativity, and uses a variety of strategies to solve problems.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal**
INDICATOR	**I.CD.2.1.3.**	**Applies knowledge to new situations.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal**
INDICATOR	**I.CD.2.1.4.**	**Begins to develop interests and skills related to numbers and counting.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations a. Counts** **Objective 20a.2 Verbally counts (not always in the correct order)**
TEKS	**TX.I.CD.**	**Cognitive Development (Infants: 0 to 8 months)**
STUDENT EXPECTATION	**I.CD.3.**	**Memory**
GRADE LEVEL EXPECTATION	**I.CD.3.1.**	**Memory Indicators:**

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INDICATOR	**I.CD.3.1.1.**	**Shows ability to acquire and process new information.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**I.CD.3.1.2.**	**Recognizes familiar people, places, and things.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**I.CD.3.1.3.**	**Recalls and uses information in new situations.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**I.CD.3.1.4.**	**Searches for missing or hidden objects.** ***GOLD*® Objectives for Development and Learning** **• 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**
TEKS	**TX.I.CD.**	**Cognitive Development (Infants: 0 to 8 months)**
STUDENT EXPECTATION	**I.CD.4.**	**Imitation and Make Believe**
GRADE LEVEL EXPECTATION	**I.CD.4.1.**	**Imitation and Make Believe Indicators:**
INDICATOR	**I.CD.4.1.1.**	**Uses objects in new ways or in pretend play.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**I.CD.4.1.2.**	**Uses imitation in pretend play to express creativity and imagination.** ***GOLD*® Objectives for Development and Learning** **• 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**

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Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines

Ages 8 to 18 months, adopted 2011

TEKS	TX.OI.PHMD.	Physical Health and Motor Development (Older Infants: 8 to 18 months)
STUDENT EXPECTATION	OI.PHMD.1.	Health and Well-being
GRADE LEVEL EXPECTATION	OI.PHMD.1.1.	Health and Well-being Indicators:
INDICATOR	OI.PHMD.1.1.1.	Shows signs of healthy development. *GOLD*® Objectives for Development and Learning • 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
INDICATOR	OI.PHMD.1.1.2.	Responds when physical needs are met. *GOLD*® Objectives for Development and Learning • 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
INDICATOR	OI.PHMD.1.1.3.	Expresses physical needs nonverbally or verbally. *GOLD*® Objectives for Development and Learning • 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
INDICATOR	OI.PHMD.1.1.4.	Participates in physical care routines. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
INDICATOR	OI.PHMD.1.1.5.	Begins to develop self-care skills. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self

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INDICATOR	**OI.PHMD.1.1.6.**	**Begins to understand safe and unsafe behaviors.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.4 Seeks to do things for self**
TEKS	**TX.OI.PHMD.**	**Physical Health and Motor Development (Older Infants: 8 to 18 months)**
STUDENT EXPECTATION	**OI.PHMD.2.**	**Gross Motor**
GRADE LEVEL EXPECTATION	**OI.PHMD.2.1.**	**Gross Motor Indicators:**
INDICATOR	**OI.PHMD.2.1.1.**	**Moves body, arms, and legs with increasing coordination.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.2 Moves to explore immediate environment**
INDICATOR	**OI.PHMD.2.1.2.**	**Demonstrates increasing balance, stability, control, and coordination.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.2 Moves to explore immediate environment** **• Objective 5 Demonstrates balancing skills** **Objective 5.2 Balances while exploring immediate environment**
INDICATOR	**OI.PHMD.2.1.3.**	**Develops increasing ability to change positions and move body from place to place.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.4 Experiments with different ways of moving**
INDICATOR	**OI.PHMD.2.1.4.**	**Moves body to achieve a goal.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.4 Experiments with different ways of moving**
TEKS	**TX.OI.PHMD.**	**Physical Health and Motor Development (Older Infants: 8 to 18 months)**
STUDENT EXPECTATION	**OI.PHMD.3.**	**Fine Motor**
GRADE LEVEL EXPECTATION	**OI.PHMD.3.1.**	**Fine Motor Indicators:**
INDICATOR	**OI.PHMD.3.1.1.**	**Uses hands or feet to touch objects or people.** ***GOLD*® Objectives for Development and Learning** **• Objective Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.2 Reaches for, touches, and holds objects purposefully**

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INDICATOR	**OI.PHMD.3.1.2.**	**Develops small muscle control and coordination.** ***GOLD*® Objectives for Development and Learning** **• Objective Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.2 Reaches for, touches, and holds objects purposefully**
INDICATOR	**OI.PHMD.3.1.3.**	**Coordinates eye and hand movements.** ***GOLD*® Objectives for Development and Learning** **• Objective Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.2 Reaches for, touches, and holds objects purposefully**
INDICATOR	**OI.PHMD.3.1.4.**	**Uses tools and different actions on objects.** ***GOLD*® Objectives for Development and Learning** **• Objective Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.2 Reaches for, touches, and holds objects purposefully**
TEKS	**TX.OI.SED.**	**Social and Emotional Development (Older Infants: 8 to 18 months)**
STUDENT EXPECTATION	**OI.SED.1.**	**Trust and Emotional Security**
GRADE LEVEL EXPECTATION	**OI.SED.1.1.**	**Trust and Emotional Security Indicators:**
INDICATOR	**OI.SED.1.1.1.**	**Establishes secure relationships with primary caregivers.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**OI.SED.1.1.2.**	**Differentiates between familiar and unfamiliar adults.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**OI.SED.1.1.3.**	**Shows emotional connections and attachment to others while beginning to show Independence.** ***GOLD*® Objectives for Development and Learning** **• 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**
TEKS	**TX.OI.SED.**	**Social and Emotional Development (Older Infants: 8 to 18 months)**
STUDENT EXPECTATION	**OI.SED.2.**	**Self-Awareness**
GRADE LEVEL EXPECTATION	**OI.SED.2.1.**	**Self-Awareness Indicators:**

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INDICATOR	**OI.SED.2.1.1.**	**Expresses needs and wants through facial expressions, sounds, or gestures.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**OI.SED.2.1.2.**	**Develops awareness of self as separate from others.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**OI.SED.2.1.3.**	**Shows confidence in increasing abilities.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.4 Seeks to do things for self**
INDICATOR	**OI.SED.2.1.4.**	**Shows awareness of relationship to family/community/cultural group.** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
TEKS	**TX.OI.SED.**	**Social and Emotional Development (Older Infants: 8 to 18 months)**
STUDENT EXPECTATION	**OI.SED.3.**	**Self-Regulation**
GRADE LEVEL EXPECTATION	**OI.SED.3.1.**	**Self-Regulation Indicators:**
INDICATOR	**OI.SED.3.1.1.**	**Begins to manage own behavior and demonstrates increasing control of emotion.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.4 Comforts self by seeking out special object or person**
INDICATOR	**OI.SED.3.1.2.**	**Shows ability to cope with stress.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.4 Comforts self by seeking out special object or person**
INDICATOR	**OI.SED.3.1.3.**	**Develops understanding of simple routines, rules or limitations.** ***GOLD*® Objectives for Development and Learning** **• 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**
TEKS	**TX.OI.SED.**	**Social and Emotional Development (Older Infants: 8 to 18 months)**

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STUDENT EXPECTATION	**OI.SED.4.**	**Relationships with Others**
GRADE LEVEL EXPECTATION	**OI.SED.4.1.**	**Relationships with Others Indicators:**
INDICATOR	**OI.SED.4.1.1.**	**Shows interest in and awareness of others.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions**
INDICATOR	**OI.SED.4.1.2.**	**Responds to and interacts with others.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions**
INDICATOR	**OI.SED.4.1.3.**	**Begins to recognize and respond to the feelings and emotions of others and begins to show concern.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.3 Emerging to 2b.4 Demonstrates concern about the feelings of others**
TEKS	**TX.OI.LCD.**	**Language and Communication Development (Older Infants: 8 to 18 months)**
STUDENT EXPECTATION	**OI.LCD.1.**	**Listening and Understanding**
GRADE LEVEL EXPECTATION	**OI.LCD.1.1.**	**Listening and Understanding Indicators:**
INDICATOR	**OI.LCD.1.1.1.**	**Listens with interest to language of others.** ***GOLD*® Objectives for Development and Learning** **• Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.2 Shows an interest in the speech of others**
INDICATOR	**OI.LCD.1.1.2.**	**Responds to nonverbal and verbal communication of others.** ***GOLD*® Objectives for Development and Learning** **• Objective 8 Listens to and understands increasingly complex language b. Follows directions** **Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice**

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INDICATOR	**OI.LCD.1.1.3.**	**Begins to understand the rules of conversation.** ***GOLD*® Objectives for Development and Learning** **• Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language** **Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating**
TEKS	**TX.OI.LCD.**	**Language and Communication Development (Older Infants: 8 to 18 months)**
STUDENT EXPECTATION	**OI.LCD.2.**	**Communication and Speaking**
GRADE LEVEL EXPECTATION	**OI.LCD.2.1.**	**Communication and Speaking Indicators:**
INDICATOR	**OI.LCD.2.1.1.**	**Uses consistent sounds, gestures, or words to communicate for a variety of purposes.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.2 Vocalizes and gestures to communicate**
INDICATOR	**OI.LCD.2.1.2.**	**Imitates sounds, gestures, signs, or words.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**OI.LCD.2.1.3.**	**Uses language to engage in simple conversations.** ***GOLD*® Objectives for Development and Learning** **• 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**
TEKS	**TX.OI.LCD.**	**Language and Communication Development (Older Infants: 8 to 18 months)**
STUDENT EXPECTATION	**OI.LCD.3.**	**Emergent Literacy**
GRADE LEVEL EXPECTATION	**OI.LCD.3.1.**	**Emergent Literacy Indicators:**
INDICATOR	**OI.LCD.3.1.1.**	**Shows interest in songs, rhymes, and stories.** ***GOLD*® Objectives for Development and Learning** **• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration** **Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds**

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INDICATOR	**OI.LCD.3.1.2.**	**Develops interest in and involvement with books and other print materials.** ***GOLD*® Objectives for Development and Learning** **• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.2 Shows interest in books**
INDICATOR	**OI.LCD.3.1.3.**	**Begins to recognize and understand symbols.** ***GOLD*® Objectives for Development and Learning** **• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.2 Shows interest in books**
INDICATOR	**OI.LCD.3.1.4.**	**Begins to develop interests and skills related to emergent writing.** ***GOLD*® Objectives for Development and Learning** **• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message**
TEKS	**TX.OI.CD.**	**Cognitive Development (Older Infants: 8 to 18 months)**
STUDENT EXPECTATION	**OI.CD.1.**	**Exploration and Discovery**
GRADE LEVEL EXPECTATION	**OI.CD.1.1.**	**Exploration and Discovery Indicators:**
INDICATOR	**OI.CD.1.1.1.**	**Pays attention and exhibits curiosity in people and objects.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.2 Pays attention to sights and sounds**
INDICATOR	**OI.CD.1.1.2.**	**Uses senses to explore people, objects, and the environment.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
INDICATOR	**OI.CD.1.1.3.**	**Shows interest in colors, shapes, patterns, and pictures.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.2 Pays attention to sights and sounds**
INDICATOR	**OI.CD.1.1.4.**	**Makes things happen and watches for results and repeats actions.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.2 Repeats actions to obtain similar results**

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TEKS	**TX.OI.CD.**	**Cognitive Development (Older Infants: 8 to 18 months)**
STUDENT EXPECTATION	**OI.CD.2.**	**Problem Solving**
GRADE LEVEL EXPECTATION	**OI.CD.2.1.**	**Problem Solving Indicators:**
INDICATOR	**OI.CD.2.1.1.**	**Experiments with different uses for objects.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal**
INDICATOR	**OI.CD.2.1.2.**	**Shows imagination, creativity, and uses a variety of strategies to solve problems.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal**
INDICATOR	**OI.CD.2.1.3.**	**Applies knowledge to new situations.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal**
INDICATOR	**OI.CD.2.1.4.**	**Begins to develop interests and skills related to numbers and counting.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations a. Counts** **Objective 20a.2 Verbally counts (not always in the correct order)**
TEKS	**TX.OI.CD.**	**Cognitive Development (Older Infants: 8 to 18 months)**
STUDENT EXPECTATION	**OI.CD.3.**	**Memory**
GRADE LEVEL EXPECTATION	**OI.CD.3.1.**	**Memory Indicators:**
INDICATOR	**OI.CD.3.1.1.**	**Shows ability to acquire and process new information.** ***GOLD*® Objectives for Development and Learning** **• Objective 12 Remembers and connects experiences b. Makes connections** **Objective 12b.2 Looks for familiar persons when they are named; relates objects to events**
INDICATOR	**OI.CD.3.1.2.**	**Recognizes familiar people, places, and things.** ***GOLD*® Objectives for Development and Learning** **• 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**

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INDICATOR	OI.CD.3.1.3.	Recalls and uses information in new situations. *GOLD*® Objectives for Development and Learning • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
INDICATOR	OI.CD.3.1.4.	Searches for missing or hidden objects. *GOLD*® Objectives for Development and Learning • 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
TEKS	TX.OI.CD.	Cognitive Development (Older Infants: 8 to 18 months)
STUDENT EXPECTATION	OI.CD.4.	Imitation and Make Believe
GRADE LEVEL EXPECTATION	OI.CD.4.1.	Imitation and Make Believe Indicators:
INDICATOR	OI.CD.4.1.1.	Uses objects in new ways or in pretend play. *GOLD*® Objectives for Development and Learning • 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
INDICATOR	OI.CD.4.1.2.	Uses imitation in pretend play to express creativity and imagination. *GOLD*® Objectives for Development and Learning • 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

Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines

Ages 18 to 36 and 36 to 48 months, adopted 2011

TEKS	TX.T.HW.	Physical Health and Motor Development (Toddler: 18 to 36 months)
STUDENT EXPECTATION	T.PHMD.1.	Health and Well-being
GRADE LEVEL EXPECTATION	T.PHMD.1.1.	Health and Well-being Indicators:
INDICATOR	T.PHMD.1.1.1.	Shows signs of healthy development. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

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INDICATOR	**T.PHMD.1.1.2.**	**Responds when physical needs are met.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
INDICATOR	**T.PHMD.1.1.3.**	**Expresses physical needs nonverbally or verbally.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
INDICATOR	**T.PHMD.1.1.4.**	**Participates in physical care routines.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
INDICATOR	**T.PHMD.1.1.5.**	**Begins to develop self-care skills.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
INDICATOR	**T.PHMD.1.1.6.**	**Begins to understand safe and unsafe behaviors.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
TEKS	**TX.T.HW.**	**Physical Health and Motor Development (Toddler: 18 to 36 months)**
STUDENT EXPECTATION	**T.PHMD.2.**	**Gross Motor**
GRADE LEVEL EXPECTATION	**T.PHMD.2.1.**	**Gross Motor Indicators:**
INDICATOR	**T.PHMD.2.1.1.**	**Moves body, arms, and legs with increasing coordination.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.4 Experiments with different ways of moving**

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INDICATOR	**T.PHMD.2.1.2.**	**Demonstrates increasing balance, stability, control, and coordination.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.4 Experiments with different ways of moving** **• Objective 5 Demonstrates balancing skills** **Objective 5.4 Experiments with different ways of balancing**
INDICATOR	**T.PHMD.2.1.3.**	**Develops increasing ability to change positions and move body from place to place.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.4 Experiments with different ways of moving**
INDICATOR	**T.PHMD.2.1.4.**	**Moves body to achieve a goal.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.4 Experiments with different ways of moving**
TEKS	**TX.T.HW.**	**Physical Health and Motor Development (Toddler: 18 to 36 months)**
STUDENT EXPECTATION	**T.PHMD.3.**	**Fine Motor**
GRADE LEVEL EXPECTATION	**T.PHMD.3.1.**	**Fine Motor Indicators:**
INDICATOR	**T.PHMD.3.1.1.**	**Uses hands or feet to touch objects or people.** ***GOLD*® Objectives for Development and Learning** **• Objective Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects**
INDICATOR	**T.PHMD.3.1.2.**	**Develops small muscle control and coordination.** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects**
INDICATOR	**T.PHMD.3.1.3.**	**Coordinates eye and hand movements.** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects**

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INDICATOR	**T.PHMD.3.1.4.**	**Uses tools and different actions on objects.** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects**
TEKS	**TX.T.SED.**	**Social and Emotional Development (Toddler: 18 to 36 months)**
STUDENT EXPECTATION	**T.SED.1.**	**Trust and Emotional Security**
GRADE LEVEL EXPECTATION	**T.SED.1.1.**	**Trust and Emotional Security Indicators:**
INDICATOR	**T.SED.1.1.1.**	**Establishes secure relationships with primary caregivers.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.6 Manages separations without distress and engages with trusted adults**
INDICATOR	**T.SED.1.1.2.**	**Differentiates between familiar and unfamiliar adults.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.6 Manages separations without distress and engages with trusted adults**
INDICATOR	**T.SED.1.1.3.**	**Shows emotional connections and attachment to others while beginning to show independence.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.6 Manages separations without distress and engages with trusted adults**
TEKS	**TX.T.SED.**	**Social and Emotional Development (Toddler: 18 to 36 months)**
STUDENT EXPECTATION	**T.SED.2.**	**Self-Awareness**
GRADE LEVEL EXPECTATION	**T.SED.2.1.**	**Self-Awareness Indicators:**
INDICATOR	**T.SED.2.1.1.**	**Expresses needs and wants through facial expressions, sounds, or gestures.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
INDICATOR	**T.SED.2.1.2.**	**Develops awareness of self as separate from others.** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**

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INDICATOR	**T.SED.2.1.3.**	**Shows confidence in increasing abilities.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
INDICATOR	**T.SED.2.1.4.**	**Shows awareness of relationship to family/community/cultural group.** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
TEKS	**TX.T.SED.**	**Social and Emotional Development (Toddler: 18 to 36 months)**
STUDENT EXPECTATION	**T.SED.3.**	**Self-Regulation**
GRADE LEVEL EXPECTATION	**T.SED.3.1.**	**Self-Regulation Indicators:**
INDICATOR	**T.SED.3.1.1.**	**Begins to manage own behavior and demonstrates increasing control of emotion.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.4 Comforts self by seeking out special object or person**
INDICATOR	**T.SED.3.1.2.**	**Shows ability to cope with stress.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.4 Comforts self by seeking out special object or person**
INDICATOR	**T.SED.3.1.3.**	**Develops understanding of simple routines, rules or limitations.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations** **Objective 1b.4 Accepts redirection from adults**
TEKS	**TX.T.SED.**	**Social and Emotional Development (Toddler: 18 to 36 months)**
STUDENT EXPECTATION	**T.SED.4.**	**Relationships with Others**
GRADE LEVEL EXPECTATION	**T.SED.4.1.**	**Relationships with Others Indicators:**
INDICATOR	**T.SED.4.1.1.**	**Shows interest in and awareness of others.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.2 Plays near other children; uses similar materials or actions**
INDICATOR	**T.SED.4.1.2.**	**Responds to and interacts with others.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.2 Plays near other children; uses similar materials or actions**

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INDICATOR	**T.SED.4.1.3.**	**Begins to recognize and respond to the feelings and emotions of others and begins to show concern.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.4 Demonstrates concern about the feelings of others**
TEKS	**TX.T.LCD.**	**Language and Communication Development (Toddler: 18 to 36 months)**
STUDENT EXPECTATION	**T.LCD.1.**	**Listening and Understanding**
GRADE LEVEL EXPECTATION	**T.LCD.1.1.**	**Listening and Understanding Indicators:**
INDICATOR	**T.LCD.1.1.1.**	**Listens with interest to language of others.** ***GOLD*® Objectives for Development and Learning** **• Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.2 Shows an interest in the speech of others**
INDICATOR	**T.LCD.1.1.2.**	**Responds to nonverbal and verbal communication of others.** ***GOLD*® Objectives for Development and Learning** **• Objective 8 Listens to and understands increasingly complex language b. Follows directions** **Objective 8b.4 Follows simple requests not accompanied by gestures**
INDICATOR	**T.LCD.1.1.3.**	**Begins to understand the rules of conversation.** ***GOLD*® Objectives for Development and Learning** **• Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language** **Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating**
TEKS	**TX.T.LCD.**	**Language and Communication Development (Toddler: 18 to 36 months)**
STUDENT EXPECTATION	**T.LCD.2.**	**Communication and Speaking**
GRADE LEVEL EXPECTATION	**T.LCD.2.1.**	**Communication and Speaking Indicators:**
INDICATOR	**T.LCD.2.1.1.**	**Uses consistent sounds, gestures, or words to communicate for a variety of purposes.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.4 Names familiar, people, animals, and objects**

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INDICATOR	**T.LCD.2.1.2.**	**Imitates sounds, gestures, signs, or words.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**T.LCD.2.1.3.**	**Uses language to engage in simple conversations.** ***GOLD*® Objectives for Development and Learning** **• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations** **Objective 10a.4 Initiates and attends to brief conversations**
TEKS	**TX.T.LCD.**	**Language and Communication Development (Toddler: 18 to 36 months)**
STUDENT EXPECTATION	**T.LCD.3.**	**Emergent Literacy**
GRADE LEVEL EXPECTATION	**T.LCD.3.1.**	**Emergent Literacy Indicators:**
INDICATOR	**T.LCD.3.1.1.**	**Shows interest in songs, rhymes, and stories.** ***GOLD*® Objectives for Development and Learning** **• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration** **Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds**
INDICATOR	**T.LCD.3.1.2.**	**Develops interest in and involvement with books and other print materials.** ***GOLD*® Objectives for Development and Learning** **• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.2 Shows interest in books**
INDICATOR	**T.LCD.3.1.3.**	**Begins to recognize and understand symbols.** ***GOLD*® Objectives for Development and Learning** **• 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	**T.LCD.3.1.4.**	**Begins to develop interests and skills related to emergent writing.** ***GOLD*® Objectives for Development and Learning** **• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message**
TEKS	**TX.T.CD.**	**Cognitive Development (Toddler: 18 to 36 months)**
STUDENT EXPECTATION	**T.CD.1.**	**Exploration and Discovery**
GRADE LEVEL EXPECTATION	**T.CD.1.1.**	**Exploration and Discovery Indicators:**

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INDICATOR	**T.CD.1.1.1.**	**Pays attention and exhibits curiosity in people and objects.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.2 Pays attention to sights and sounds**
INDICATOR	**T.CD.1.1.2.**	**Uses senses to explore people, objects, and the environment.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
INDICATOR	**T.CD.1.1.3.**	**Shows interest in colors, shapes, patterns, and pictures.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.2 Pays attention to sights and sounds**
INDICATOR	**T.CD.1.1.4.**	**Makes things happen and watches for results and repeats actions.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.2 Repeats actions to obtain similar results**
TEKS	**TX.T.CD.**	**Cognitive Development (Toddler: 18 to 36 months)**
STUDENT EXPECTATION	**T.CD.2.**	**Problem Solving**
GRADE LEVEL EXPECTATION	**T.CD.2.1.**	**Problem Solving Indicators:**
INDICATOR	**T.CD.2.1.1.**	**Experiments with different uses for objects.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** **Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways**
INDICATOR	**T.CD.2.1.2.**	**Shows imagination, creativity, and uses a variety of strategies to solve problems.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal**
INDICATOR	**T.CD.2.1.3.**	**Applies knowledge to new situations.** ***GOLD*® Objectives for Development and Learning** **• Objective 12 Remembers and connects experiences b. Makes connections** **Objective 12b.2 Looks for familiar persons when they are named; relates objects to events**

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INDICATOR	**T.CD.2.1.4.**	**Begins to develop interests and skills related to numbers and counting.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations a. Counts** **Objective 20a.2 Verbally counts (not always in the correct order)**
TEKS	**TX.T.CD.**	**Cognitive Development (Toddler: 18 to 36 months)**
STUDENT EXPECTATION	**T.CD.3.**	**Memory**
GRADE LEVEL EXPECTATION	**T.CD.3.1.**	**Memory Indicators:**
INDICATOR	**T.CD.3.1.1.**	**Shows ability to acquire and process new information.** ***GOLD*® Objectives for Development and Learning** **• Objective 12 Remembers and connects experiences b. Makes connections** **Objective 12b.2 Looks for familiar persons when they are named; relates objects to events**
INDICATOR	**T.CD.3.1.2.**	**Recognizes familiar people, places, and things.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**T.CD.3.1.3.**	**Recalls and uses information in new situations.** ***GOLD*® Objectives for Development and Learning** **• Objective 12 Remembers and connects experiences b. Makes connections** **Objective 12b.2 Looks for familiar persons when they are named; relates objects to events**
INDICATOR	**T.CD.3.1.4.**	**Searches for missing or hidden objects.** ***GOLD*® Objectives for Development and Learning** **• 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**
TEKS	**TX.T.CD.**	**Cognitive Development (Toddler: 18 to 36 months)**
STUDENT EXPECTATION	**T.CD.4.**	**Imitation and Make Believe**
GRADE LEVEL EXPECTATION	**T.CD.4.1.**	**Imitation and Make Believe Indicators:**
INDICATOR	**T.CD.4.1.1.**	**Uses objects in new ways or in pretend play.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** **Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways**

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INDICATOR	**T.CD.4.1.2.**	**Uses imitation in pretend play to express creativity and imagination.** ***GOLD*® Objectives for Development and Learning** **• 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**
TEKS	**TX.3YO.PHMD.**	**Physical Health and Motor Development 3 Year Olds (36 to 48 months)**
STUDENT EXPECTATION	**3YO.PHMD.1.**	**Health and Well-being**
GRADE LEVEL EXPECTATION	**3YO.PHMD.1.1.**	**Health and Well-being Indicators:**
INDICATOR	**3YO.PHMD.1.1.1.**	**Shows signs of healthy development.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
INDICATOR	**3YO.PHMD.1.1.2.**	**Responds when physical needs are met.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
INDICATOR	**3YO.PHMD.1.1.3.**	**Expresses physical needs nonverbally or verbally.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
INDICATOR	**3YO.PHMD.1.1.4.**	**Participates in physical care routines.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
INDICATOR	**3YO.PHMD.1.1.5.**	**Begins to develop self-care skills.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**

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INDICATOR	**3YO.PHMD.1.1.6.**	**Begins to understand safe and unsafe behaviors.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
TEKS	**TX.3YO.PHMD.**	**Physical Health and Motor Development 3 Year Olds (36 to 48 months)**
STUDENT EXPECTATION	**3YO.PHMD.2.**	**Gross Motor**
GRADE LEVEL EXPECTATION	**3YO.PHMD.2.1.**	**Gross Motor Indicators:**
INDICATOR	**3YO.PHMD.2.1.1.**	**Moves body, arms, and legs with increasing coordination.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.4 Experiments with different ways of moving**
INDICATOR	**3YO.PHMD.2.1.2.**	**Demonstrates increasing balance, stability, control, and coordination.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.6 Moves purposefully from place to place with control** **• Objective 5 Demonstrates balancing skills** **Objective 5.6 Sustains balance during simple movement experiences**
INDICATOR	**3YO.PHMD.2.1.3.**	**Develops increasing ability to change positions and move body from place to place.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.6 Moves purposefully from place to place with control**
INDICATOR	**3YO.PHMD.2.1.4.**	**Moves body to achieve a goal.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.6 Moves purposefully from place to place with control**
TEKS	**TX.3YO.PHMD.**	**Physical Health and Motor Development 3 Year Olds (36 to 48 months)**
STUDENT EXPECTATION	**3YO.PHMD.3.**	**Fine Motor**
GRADE LEVEL EXPECTATION	**3YO.PHMD.3.1.**	**Fine Motor Indicators:**
INDICATOR	**3YO.PHMD.3.1.1.**	**Uses hands or feet to touch objects or people.** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.6 Uses refined wrist and finger movements**

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INDICATOR	**3YO.PHMD.3.1.2.**	**Develops small muscle control and coordination.** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.6 Uses refined wrist and finger movements**
INDICATOR	**3YO.PHMD.3.1.3.**	**Coordinates eye and hand movements.** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.6 Uses refined wrist and finger movements**
INDICATOR	**3YO.PHMD.3.1.4.**	**Uses tools and different actions on objects.** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.6 Uses refined wrist and finger movements**
TEKS	**TX.3YO.SED.**	**Social and Emotional Development 3 Year Olds (36 to 48 months)**
STUDENT EXPECTATION	**3YO.SED.1.**	**Trust and Emotional Security**
GRADE LEVEL EXPECTATION	**3YO.SED.1.1.**	**Trust and Emotional Security Indicators:**
INDICATOR	**3YO.SED.1.1.1.**	**Establishes secure relationships with primary caregivers.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.6 Manages separations without distress and engages with trusted adults**
INDICATOR	**3YO.SED.1.1.2.**	**Differentiates between familiar and unfamiliar adults.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.6 Manages separations without distress and engages with trusted adults**
INDICATOR	**3YO.SED.1.1.3.**	**Shows emotional connections and attachment to others while beginning to show independence.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.6 Manages separations without distress and engages with trusted adults**
TEKS	**TX.3YO.SED.**	**Social and Emotional Development 3 Year Olds (36 to 48 months)**

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STUDENT EXPECTATION	**3YO.SED.2.**	**Self-Awareness**
GRADE LEVEL EXPECTATION	**3YO.SED.2.1.**	**Self-Awareness Indicators:**
INDICATOR	**3YO.SED.2.1.1.**	**Expresses needs and wants through facial expressions, sounds, or gestures.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
INDICATOR	**3YO.SED.2.1.2.**	**Develops awareness of self as separate from others.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
INDICATOR	**3YO.SED.2.1.3.**	**Shows confidence in increasing abilities.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
INDICATOR	**3YO.SED.2.1.4.**	**Shows awareness of relationship to family/community/cultural group.** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
TEKS	**TX.3YO.SED.**	**Social and Emotional Development 3 Year Olds (36 to 48 months)**
STUDENT EXPECTATION	**3YO.SED.3.**	**Self-Regulation**
GRADE LEVEL EXPECTATION	**3YO.SED.3.1.**	**Self-Regulation Indicators:**
INDICATOR	**3YO.SED.3.1.1.**	**Begins to manage own behavior and demonstrates increasing control of emotion.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.4 Comforts self by seeking out special object or person**
INDICATOR	**3YO.SED.3.1.2.**	**Shows ability to cope with stress.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.4 Comforts self by seeking out special object or person**

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INDICATOR	3YO.SED.3.1.3.	Develops understanding of simple routines, rules or limitations. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
TEKS	TX.3YO.SED.	Social and Emotional Development 3 Year Olds (36 to 48 months)
STUDENT EXPECTATION	3YO.SED.4.	Relationships with Others
GRADE LEVEL EXPECTATION	3YO.SED.4.1.	Relationships with Others Indicators:
INDICATOR	3YO.SED.4.1.1.	Shows interest in and awareness of others. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
INDICATOR	3YO.SED.4.1.2.	Responds to and interacts with others. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
INDICATOR	3YO.SED.4.1.3.	Begins to recognize and respond to the feelings and emotions of others and begins to show concern. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
TEKS	TX.3YO.LCD.	Language and Communication Development 3 Year Olds (36 to 48 months)
STUDENT EXPECTATION	3YO.LCD.1.	Listening and Understanding
GRADE LEVEL EXPECTATION	3YO.LCD.1.1.	Listening and Understanding Indicators:
INDICATOR	3YO.LCD.1.1.1.	Listens with interest to language of others. *GOLD*® Objectives for Development and Learning • 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
INDICATOR	3YO.LCD.1.1.2.	Responds to nonverbal and verbal communication of others. *GOLD*® Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.4 Follows simple requests not accompanied by gestures

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INDICATOR	**3YO.LCD.1.1.3.**	**Begins to understand the rules of conversation.** ***GOLD*® Objectives for Development and Learning** **• Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language** **Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating**
TEKS	**TX.3YO.LCD.**	**Language and Communication Development 3 Year Olds (36 to 48 months)**
STUDENT EXPECTATION	**3YO.LCD.2.**	**Communication and Speaking**
GRADE LEVEL EXPECTATION	**3YO.LCD.2.1.**	**Communication and Speaking Indicators:**
INDICATOR	**3YO.LCD.2.1.1.**	**Uses consistent sounds, gestures, or words to communicate for a variety of purposes.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**3YO.LCD.2.1.2.**	**Imitates sounds, gestures, signs, or words.** ***GOLD*® Objectives for Development and Learning** **• 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**
INDICATOR	**3YO.LCD.2.1.3.**	**Uses language to engage in simple conversations.** ***GOLD*® Objectives for Development and Learning** **• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations** **Objective 10a.4 Initiates and attends to brief conversations**
TEKS	**TX.3YO.LCD.**	**Language and Communication Development 3 Year Olds (36 to 48 months)**
STUDENT EXPECTATION	**3YO.LCD.3.**	**Emergent Literacy**
GRADE LEVEL EXPECTATION	**3YO.LCD.3.1.**	**Emergent Literacy Indicators:**
INDICATOR	**3YO.LCD.3.1.1.**	**Shows interest in songs, rhymes, and stories.** ***GOLD*® Objectives for Development and Learning** **• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration** **Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds**

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INDICATOR	**3YO.LCD.3.1.2.**	**Develops interest in and involvement with books and other print materials.** ***GOLD*® Objectives for Development and Learning** **• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.2 Shows interest in books**
INDICATOR	**3YO.LCD.3.1.3.**	**Begins to recognize and understand symbols.** ***GOLD*® Objectives for Development and Learning** **• 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	**3YO.LCD.3.1.4.**	**Begins to develop interests and skills related to emergent writing.** ***GOLD*® Objectives for Development and Learning** **• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message**
TEKS	**TX.3YO.CD.**	**Cognitive Development 3 Year Olds (36 to 48 months)**
STUDENT EXPECTATION	**3YO.CD.1.**	**Exploration and Discovery**
GRADE LEVEL EXPECTATION	**3YO.CD.1.1.**	**Exploration and Discovery Indicators:**
INDICATOR	**3YO.CD.1.1.1.**	**Pays attention and exhibits curiosity in people and objects.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**
INDICATOR	**3YO.CD.1.1.2.**	**Uses senses to explore people, objects, and the environment.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.4 Explores and investigates ways to make something happen**
INDICATOR	**3YO.CD.1.1.3.**	**Shows interest in colors, shapes, patterns, and pictures.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**

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INDICATOR	**3YO.CD.1.1.4.**	**Makes things happen and watches for results and repeats actions.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.4 Practices an activity many times until successful**
TEKS	**TX.3YO.CD.**	**Cognitive Development 3 Year Olds (36 to 48 months)**
STUDENT EXPECTATION	**3YO.CD.2.**	**Problem Solving**
GRADE LEVEL EXPECTATION	**3YO.CD.2.1.**	**Problem Solving Indicators:**
INDICATOR	**3YO.CD.2.1.1.**	**Experiments with different uses for objects.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** **Objective 11e.4 Uses creativity and imagination during play and routine tasks**
INDICATOR	**3YO.CD.2.1.2.**	**Shows imagination, creativity, and uses a variety of strategies to solve problems.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it**
INDICATOR	**3YO.CD.2.1.3.**	**Applies knowledge to new situations.** ***GOLD*® Objectives for Development and Learning** **• Objective 12 Remembers and connects experiences b. Makes connections** **Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support**
INDICATOR	**3YO.CD.2.1.4.**	**Begins to develop interests and skills related to numbers and counting.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations a. Counts** **Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object**
TEKS	**TX.3YO.CD.**	**Cognitive Development 3 Year Olds (36 to 48 months)**
STUDENT EXPECTATION	**3YO.CD.3.**	**Memory**
GRADE LEVEL EXPECTATION	**3YO.CD.3.1.**	**Memory Indicators:**
INDICATOR	**3YO.CD.3.1.1.**	**Shows ability to acquire and process new information.** ***GOLD*® Objectives for Development and Learning** **• Objective 12 Remembers and connects experiences b. Makes connections** **Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support**

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INDICATOR	**3YO.CD.3.1.2.**	**Recognizes familiar people, places, and things.** ***GOLD*® Objectives for Development and Learning** **• Objective 12 Remembers and connects experiences a. Recognizes and recalls** **Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view**
INDICATOR	**3YO.CD.3.1.3.**	**Recalls and uses information in new situations.** ***GOLD*® Objectives for Development and Learning** **• Objective 12 Remembers and connects experiences b. Makes connections** **Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support**
INDICATOR	**3YO.CD.3.1.4.**	**Searches for missing or hidden objects.** ***GOLD*® Objectives for Development and Learning** **• Objective 12 Remembers and connects experiences a. Recognizes and recalls** **Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view**
TEKS	**TX.3YO.CD.**	**Cognitive Development 3 Year Olds (36 to 48 months)**
STUDENT EXPECTATION	**3YO.CD.4.**	**Imitation and Make Believe**
GRADE LEVEL EXPECTATION	**3YO.CD.4.1.**	**Imitation and Make Believe Indicators:**
INDICATOR	**3YO.CD.4.1.1.**	**Uses objects in new ways or in pretend play.** ***GOLD*® Objectives for Development and Learning** **• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**
INDICATOR	**3YO.CD.4.1.2.**	**Uses imitation in pretend play to express creativity and imagination.** ***GOLD*® Objectives for Development and Learning** **• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**

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