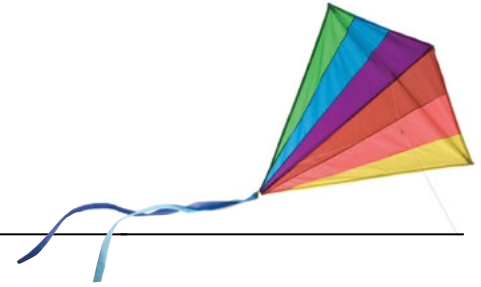




Alignment of

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*GOLD*®

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

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WITH

**Alignment of the *GOLD*<sup>®</sup> Objectives for Development & Learning: Birth Through Third Grade  
With  
*Ohio Early Learning and Development  
Standards***

This document aligns the content in the *Ohio Early Learning and Development Standards* with the objectives, dimensions, and indicators of *GOLD*<sup>®</sup>.

## **References**

Ohio Department of Education. (2012). *Ohio early learning and development standards*. Columbus, OH: Author. Standards retrieved from [http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Birth-Through-Pre\\_K-Learning-and-Development-Standards](http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Birth-Through-Pre_K-Learning-and-Development-Standards)

Teaching Strategies, LLC. (2016). *GOLD*<sup>®</sup> objectives for development & learning, birth through third grade. Bethesda, MD: Author.

<b>Pre-Kindergarten (3 - 5 years)</b>	
<b>Social-Emotional Development</b>	
<b>Self</b>	
<b>Awareness and Expression of Emotion</b>	
Recognize and identify own emotions and the emotions of others.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions
Communicate a range of emotions in socially accepted ways.	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time
<b>Self-Concept</b>	
Identify the diversity in human characteristics and how people are similar and different.	30. Shows basic understanding of people and how they live
Compare own characteristics to those of others.	29. Demonstrates knowledge about self
<b>Self-Regulation</b>	
Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time
Demonstrate the ability to delay gratification for short periods of time.	1. Regulates own emotions and behaviors 1a. Manages feelings 5 emerging to 6. Is able to look at a situation differently or delay gratification
With modeling and support, show awareness of the consequences for his/her actions.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
<b>Sense of Competence</b>	
Show confidence in own abilities and accomplish routine and familiar tasks independently.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs

<b>Relationships</b>	
<b>Attachment</b>	
Express affection for familiar adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Seek security and support from familiar adults in anticipation of challenging situations.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Separate from familiar adults in a familiar setting with minimal distress.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 5 emerging to 6. Manages separations without distress and engages with trusted adults
<b>Interactions with Adults</b>	
Engage in extended, reciprocal conversations with familiar adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests
Request and accept guidance from familiar adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
<b>Peer Interactions and Relationships</b>	
Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.	2. Establishes and sustains positive relationships 2c. Interacts with peers 8. Interacts cooperatively in groups of four or five children  14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
Demonstrate socially competent behavior with peers.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups

With modeling and support, negotiate to resolve social conflicts with peers.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 7 emerging to 8. Resolves social problems through basic negotiation and compromise
<b>Empathy</b>	
Express concern for the needs of others and people in distress.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
Show regard for the feelings of other living things.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others

<b>Approaches Toward Learning</b>	
<b>Initiative</b>	
<b>Initiative and Curiosity</b>	
Seek new and varied experiences and challenges (take risks).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Demonstrate self-direction while participating in a range of activities and routines.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Ask questions to seek explanations about phenomena of interest.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
<b>Planning, Action and Reflection</b>	
Develop, initiate and carry out simple plans to obtain a goal.	11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results
Use prior knowledge and information to assess, inform, and plan for future actions and learning.	12. Remembers and connects experiences 12b. Makes connections 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
<b>Engagement and Persistence</b>	
<b>Attention</b>	
Focus on an activity with deliberate concentration despite distractions.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

<b>Persistence</b>	
Carry out tasks, activities, projects or experiences from beginning to end.	11. Demonstrates positive approaches to learning 11b. Persists 8. Plans and pursues own goal until it is reached
Focus on the task at hand even when frustrated or challenged.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
<b>Creativity</b>	
<b>Innovation and Invention</b>	
Use imagination and creativity to interact with objects and materials.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Use creative and flexible thinking to solve problems.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
Engage in inventive social play.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
<b>Expression of Ideas and Feelings through the Arts</b>	
Express individuality, life experiences, and what he/she knows and is able to do through a variety of media.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
Express interest in and show appreciation for the creative work of others.	33. Explores the visual arts

<b>Physical Well-Being and Motor Development</b>	
<b>Motor Development</b>	
<b>Large Muscle: Balance and Coordination</b>	
Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping).	4. Demonstrates traveling skills 8. Coordinates increasingly complex movements in play and games
Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control  6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting).	5. Demonstrates balancing skills 4. Experiments with different ways of balancing
Demonstrate spatial awareness in physical activity or movement.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
<b>Small Muscle: Touch, Grasp, Reach, Manipulate</b>	
Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Use classroom and household tools independently with eye-hand coordination to carry out activities.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
<b>Oral-Motor</b>	
Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words



<b>Sensory Motor</b>	
Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
<b>Physical Well-Being</b>	
<b>Body Awareness</b>	
Identify and describe the function of body parts.	29. Demonstrates knowledge about self
<b>Physical Activity</b>	
Participate in structured and unstructured active physical play exhibiting strength and stamina.	4. Demonstrates traveling skills 8. Coordinates increasingly complex movements in play and games
Demonstrate basic understanding that physical activity helps the body grow and be healthy.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 7 emerging to 8. Takes responsibility for own well-being
<b>Nutrition</b>	
Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 7 emerging to 8. Takes responsibility for own well-being
Distinguish nutritious from non-nutritious foods.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
<b>Self-Help</b>	
Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Follow basic health practices.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

Safety Practices	
With modeling and support, identify and follow basic safety rules.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 7 emerging to 8. Takes responsibility for own well-being
Identify ways adults help to keep us safe.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
With modeling and support, identify the consequences of unsafe behavior.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 7 emerging to 8. Takes responsibility for own well-being
With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 7 emerging to 8. Takes responsibility for own well-being
With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 7 emerging to 8. Takes responsibility for own well-being

<b>Cognitive Development and General Knowledge</b>	
<b>Cognitive Skills</b>	
<b>Memory</b>	
Communicate about past events and anticipate what comes next during familiar routines and experiences.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
With modeling and support remember and use information for a variety of purposes.	12. Remembers and connects experiences 12a. Recognizes and recalls 7 emerging to 8. Uses a few deliberate strategies to remember information
Recreate complex ideas, events/situations with personal adaptations.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
<b>Symbolic Thought</b>	
Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement).	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 8. Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days
<b>Reasoning and Problem-Solving</b>	
Demonstrate ability to solve everyday problems based upon past experience.	11. Demonstrates positive approaches to learning 11b. Persists 8. Plans and pursues own goal until it is reached
Solve problems by planning and carrying out a sequence of actions.	11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results

Seek more than one solution to a question, problem or task.	11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results
Explain reasoning for the solution selected.	11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results

<b>Mathematics</b>	
<b>Number Sense</b>	
<b>Number Sense and Counting</b>	
Count to 20 by ones with increasing accuracy.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
Identify and name numerals 1-9.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects
Identify without counting small quantities of up to 3 items. (Subitize)	20. Uses number concepts and operations 20b. Quantifies 3 emerging to 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
Demonstrate one-to-one correspondence when counting objects up to 10.	20. Uses number concepts and operations 20a. Counts 5 emerging to 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
Understand that the last number spoken tells the number of objects counted.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

<b>Number Relationships and Operations</b>	
<b>Number Relationships</b>	
Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.	20. Uses number concepts and operations 20b. Quantifies 7 emerging to 8. Solves simple equal share problems; makes sets of 11-20 objects and then describes the parts
<b>Algebra</b>	
<b>Group and Categorize</b>	
Sort and classify objects by one or more attributes (e.g., size, shape).	13. Uses classification skills 3 emerging to 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
<b>Patterning</b>	
Recognize, duplicate and extend simple patterns using attributes such as color, shape or size.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
Create patterns.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
<b>Measurement and Data</b>	
<b>Describe and Compare Measureable Attributes</b>	
Describe and compare objects using measureable attributes (e.g., length, size, capacity and weight).	22. Compares and measures 22a. Measures objects 8. Uses measurement words and some standard measurement tools accurately
Order objects by measureable attribute (e.g., biggest to smallest, etc.).	22. Compares and measures 22a. Measures objects 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
Measure length and volume (capacity) using non-standard or standard measurement tools.	22. Compares and measures 22a. Measures objects 8. Uses measurement words and some standard measurement tools accurately

<b>Data Analysis</b>	
Collect data by categories to answer simple questions.	24. Uses scientific inquiry skills
<b>Geometry</b>	
<b>Spatial Relationships</b>	
Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/behind and next to.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
<b>Identify and Describe Shapes</b>	
Understand and use names of shapes when identifying objects.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)
Name three-dimensional objects using informal, descriptive vocabulary (e.g., “cube” for box, “ice cream cone” for cone, “ball” for sphere, etc.).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
<b>Analyze, Compare and Create Shapes</b>	
Compare two-dimensional shapes, in different sizes and orientations, using informal language.	22. Compares and measures 22a. Measures objects 2. Makes simple comparisons between two objects
Create shapes during play by building, drawing, etc.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 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
Combine simple shapes to form larger shapes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 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

<b>History</b>	
<b>Historical Thinking and Skills</b>	
Demonstrate an understanding of time in the context of daily experiences.	31. Explores change related to familiar people or places
Develop an awareness of his/her personal history.	29. Demonstrates knowledge about self
<b>Heritage</b>	
Develop an awareness and appreciation of family cultural stories and traditions.	29. Demonstrates knowledge about self
<b>Geography</b>	
<b>Spatial Thinking and Skills</b>	
Demonstrate a beginning understanding of maps as actual representations of places.	32. Demonstrates simple geographic knowledge
<b>Human Systems</b>	
Identify similarities and differences of personal, family and cultural characteristics, and those of others.	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
<b>Government</b>	
<b>Civic Participation and Skills</b>	
Understand that everyone has rights and responsibilities within a group.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
Demonstrate cooperative behaviors and fairness in social interactions.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 2. Responds appropriately to others' expressions of wants
With modeling and support, negotiate to solve social conflicts with peers.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 8. Resolves social problems through basic negotiation and compromise
With modeling and support, demonstrate an awareness of the outcomes of choices.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems



<b>Rules and Laws</b>	
With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
<b>Economics</b>	
<b>Scarcity</b>	
With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited.	30. Shows basic understanding of people and how they live
<b>Production and Consumption</b>	
With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired.	30. Shows basic understanding of people and how they live
With modeling and support, demonstrate responsible consumption and conservation of resources.	30. Shows basic understanding of people and how they live

Science Inquiry and Application	
Inquiry	
Explore objects, materials and events in the environment.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Make careful observations.	24. Uses scientific inquiry skills
Pose questions about the physical and natural environment.	24. Uses scientific inquiry skills
Engage in simple investigations.	24. Uses scientific inquiry skills
Describe, compare, sort, classify, and order.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
Record observations using words, pictures, charts, graphs, etc.	24. Uses scientific inquiry skills
Use simple tools to extend investigation.	24. Uses scientific inquiry skills
Identify patterns and relationships.	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life
Make predictions.	24. Uses scientific inquiry skills
Make inferences, generalizations and explanations based on evidence.	24. Uses scientific inquiry skills
Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization).	24. Uses scientific inquiry skills

<b>Earth and Space Science</b>	
<b>Explorations of the Natural World</b>	
With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g., soil, weather, sun and moon).	27. Demonstrates knowledge of Earth's environment
With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment.	27. Demonstrates knowledge of Earth's environment
<b>Physical Science</b>	
<b>Explorations of Energy</b>	
With modeling and support, explore the properties of objects and materials (e.g., solids and liquids).	26. Demonstrates knowledge of the physical properties of objects and materials
With modeling and support, explore the position and motion of objects.	26. Demonstrates knowledge of the physical properties of objects and materials
With modeling and support, explore the properties and characteristics of sound and light.	26. Demonstrates knowledge of the physical properties of objects and materials
<b>Life Science</b>	
<b>Explorations of Living Things</b>	
With modeling and support, identify physical characteristics and simple behaviors of living things.	25. Demonstrates knowledge of the characteristics of living things
With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.).	25. Demonstrates knowledge of the characteristics of living things
With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	25. Demonstrates knowledge of the characteristics of living things
With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle).	25. Demonstrates knowledge of the characteristics of living things
With modeling and support, recognize similarities and differences between people and other living things.	25. Demonstrates knowledge of the characteristics of living things

<b>Language and Literacy Development</b>	
<b>Listening and Speaking</b>	
<b>Receptive Language and Comprehension</b>	
Demonstrate understanding of increasingly complex concepts and longer sentences.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs
Ask meaning of words.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Follow two-step directions or requests.	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences
<b>Expressive Language</b>	
Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 8. Engages in complex, lengthy conversations of five or more exchanges
Speak audibly and express thoughts, feelings and ideas clearly. (Articulation)	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
Describe familiar people, places, things and experiences.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Use drawings or other visuals to add details to verbal descriptions.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is

<b>With modeling and support, use the conventions of standard English (Grammar):</b>	
Use familiar nouns and verbs to describe persons, animals, places, events, actions etc.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 7 emerging to 8. Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
Form regular plural nouns orally by adding /s/ or /es/.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 7 emerging to 8. Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
Understand and use question words (interrogatives) (e.g., who, what, where, when, why and how).	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for of, by, with).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 7 emerging to 8. Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
Produce and expand complete sentences in shared language activities.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 7 emerging to 8. Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)

With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary)	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 7 emerging to 8. Incorporates new, less familiar or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary)	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items
Identify real-life connections between words and their use. (Vocabulary)	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions - walk, march, prance, etc.). (Vocabulary)	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 7 emerging to 8. Incorporates new, less familiar or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
<b>Social Communication</b>	
With modeling and support follow typical patterns when communicating with others (e.g., listens to others, takes turns talking and speaks about the topic or text being discussed).	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 7 emerging to 8. Uses acceptable language and basic social rules during communication with others
With modeling and support, continue a conversation through multiple exchanges.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 7 emerging to 8. Engages in complex, lengthy conversations of five or more exchanges

Reading	
Reading Comprehension	
Ask and answer questions, and comment about characters and major events in familiar stories.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
Retell or re-enact familiar stories.	18. Comprehends and responds to books and other texts 18c. Retells stories and recounts details from informational texts 3 emerging to 4. Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts
Identify characters and major events in a story.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
Demonstrate an understanding of the differences between fantasy and reality.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 8. Uses various types of books for their intended purposes
With modeling and support, describe what part of the story the illustration depicts.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 7 emerging to 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
With modeling and support, name the author and illustrator of a story and what part each person does for a book.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 5 emerging to 6. Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors

With modeling and support, identify the topic of an informational text that has been read aloud.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
With modeling and support, describe, categorize and compare and contrast information in informational text.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 7 emerging to 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
With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 7 emerging to 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
Actively engage in group reading with purpose and understanding.	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 6. Identifies story-related problems, events, and resolutions during conversations with an adult
<b>Fluency</b>	
With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15a. Notices and discriminates rhyme 1 emerging to 2. Joins in rhyming songs and games
<b>Print Concepts</b>	
Demonstrate an understanding of basic conventions of print in English and other languages.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 6. Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors



Orient books correctly for reading and turn pages one at a time.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
Demonstrate an understanding that print carries meaning.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
<b>Phonological Awareness</b>	
With modeling and support, recognize and produce rhyming words.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15a. Notices and discriminates rhyme 7 emerging to 8. Generates a group of rhyming words when given a word
With modeling and support recognize words in spoken sentences.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates discrete units of sound 1 emerging to 2. Shows awareness of separate words in sentences
With modeling and support identify, blend and segment syllables in spoken words.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates discrete units of sound 6. Verbally blends and separates onset and rime in one-syllable words
With modeling and support, orally blend and segment familiar compound words.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates discrete units of sound 4. Shows awareness of separate syllables in words
With modeling and support, blend and segment onset and rime in single-syllable spoken words.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates discrete units of sound 5 emerging to 6. Verbally blends and separates onset and rime in one-syllable words
With modeling and support identify initial and final sounds in spoken words.	15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates discrete units of sound 7 emerging to 8. Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words

<b>Letter and Word Recognition</b>	
With modeling and support recognize and “read” familiar words or environmental print.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 5 emerging to 6. Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 7 emerging to 8. Identifies and names all upper- and lowercase letters when presented in random order
With modeling and support, recognize the sounds associated with letters.	16. Demonstrates knowledge of the alphabet 16b. Identifies letter–sound correspondences 3 emerging to 4. Produces the correct sounds for 10–20 letters

Writing	
Writing Process	
Use a 3-finger grasp of dominant hand to hold a writing tool.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
Demonstrate an understanding of the structure and function of print.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.	19. Demonstrates writing skills 19a. Writes name 5 emerging to 6. Writes mock letters or letter-like forms
With modeling and support, demonstrate letter formation in “writing.”	19. Demonstrates writing skills 19b. Writes to convey ideas and information 7 emerging to 8. Uses drawing, dictation, and letter strings to convey a message
With modeling and support show awareness that one letter or cluster of letters represents one word.	19. Demonstrates writing skills 19b. Writes to convey ideas and information 7 emerging to 8. Uses drawing, dictation, and letter strings to convey a message
Writing Application and Composition	
“Read” what they have written.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
With modeling and support, notice and sporadically use punctuation in writing.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 5 emerging to 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books).	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols
With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest. (Composition)	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols  19. Demonstrates writing skills 19b. Writes to convey ideas and information 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
With modeling and support, discuss and respond to questions from others about writing/drawing.	11. Demonstrates positive approaches to learning 11c. Solves problems 7 emerging to 8. Thinks problems through, considering several possibilities and analyzing results
With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects
With modeling and support, explore a variety of digital tools to express ideas.	28. Uses tools and other technology to perform tasks