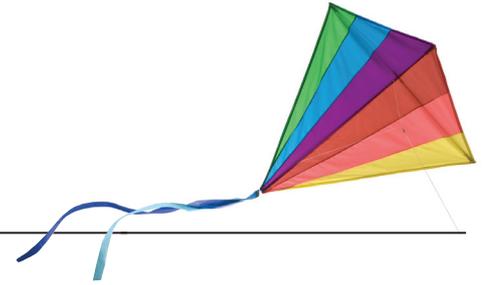




Alignment of



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



WITH

**Alignment of *Washington State Early Learning and Development Guidelines*
With
*Teaching Strategies GOLD® Objectives for Development & Learning: Birth Through Kindergarten***

This document aligns the early learning and development guidelines in the *Washington State Early Learning and Development Guidelines* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD®* assessment system.

References

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

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<i>Washington State Early Learning and Development Guidelines</i>	<i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i>
Young Infants- Birth to 11 Months	
1. About me and my family and culture	
Family and culture	
Young Infants develop trusting relationships with familiar adults	
Show preference for primary caregivers.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Smile at, make sounds, and move body to interact with caregivers. Smile, wave or laugh to respond to friendly adults.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to other's emotional expressions
Respond to caregiver's face, words and touch.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Cry to express or relieve self of a variety of feelings; cry may increase when caregiver listens and responds to child's need.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adults attends to needs
Feel safe releasing feelings (such as by crying, trembling, etc.) in the presence of a familiar adult.	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self
Cry when caregiver is not in sight or cling to caregiver when strangers are nearby.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Self concept	
Respond with movement and/or sounds when someone speaks the child's name.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows interest in the speech of others
Explore own toes and fingers.	6. Demonstrates gross-manipulative skills 2. Reaches, grasps, and releases objects

Repeat an action to get more effect (such as wriggling in the crib to shake a mobile hanging above, smiling and cooing to get the caregiver to smile back).	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats action to obtain similar results
Show pride (face “lights up”) at own behavior.	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self
Self management	
Young Infants efficiently release tension through babbling, crying, trembling, yawning and laughing.	
Cry, make sounds and move body to let caregiver know of the need for help, attention or comfort.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Respond by relaxing or crying harder when adult pays attention. Grow more confident when encouraged to release feelings.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Use sounds, facial expressions, and body movements to connect with others and with objects in the environment.	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self
Hold caregiver’s attention by babbling, looking at face, etc.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Look away at times to control the timing of the interaction.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Young Infants begin to calm their own feelings.	
Use adult to reassure self by cuddling, grasping adult’s finger, etc.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
Comfort self by cooing, babbling, or by clutching, sucking or stroking a favorite blanket or other item.	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person

Young Infants use a trusted adult as a secure base from which to explore	
Move away from adult by rolling, scooting, etc.; look back at adult.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
Look for caregiver's response in uncertain situations or when trying something new.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
Wait briefly to touch or eat something in response to caregiver's direction.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
Young Infants begin to notice routines	
Participate in repeated routines, such as lifting arms toward caregiver to be picked up	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Learning about learning	
Young Infants observe and explore their surroundings	
Explore own body (such as reaching for toes); explore the face and body of caregivers (such as touching ears, hair, hands).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Show preference for certain toys and activities.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Show interest in exploring, feeling and looking at objects new to the child.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 1 emerging to 2. Uses senses to explore the immediate environment

Use all senses to explore.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Begin to act bored (cry, fussy) if activity doesn't change.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Start interactions with familiar adults and children (such as by smiling or making sounds).	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 1 emerging to 2. Engages in simple back-and-forth exchanges with others
Start to show the ability to briefly hold in mind a memory of people and things that are out of sight.	12. Remembers and connects experiences 12a. Recognizes and recalls 1 emerging to 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
2. Building relationships	
Interactions with adults	
Smile at adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Respond to contact with adults, and later, initiate, by using vocalization, facial expressions and body movement.	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Manages feelings
Enjoy playing with adults (shown by happy gestures, smiles, gurgles, etc.).	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Interactions with children	
Smile at other children.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 1 emerging to 2. Reacts to others' emotional expressions

Initiate contact with other children with vocalizations, facial expressions and body movements.	2. Establishes and sustains positive relationships 2c. Interacts with peers 1 emerging to 2. Plays near other children; uses similar materials or actions
Enjoy interacting with other children (shown by happy gestures, smiles, gurgles, etc.).	2. Establishes and sustains positive relationships 2c. Interacts with peers 1 emerging to 2. Plays near other children; uses similar materials or actions
Social behavior	
Notice others' physical characteristics (such as by patting a sibling's hair).	29. Demonstrates knowledge about self
Notice emotional expressions of adults and other children. Imitate facial expressions.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 1 emerging to 2. Reacts to others' emotional expressions
Play social games.	2. Establishes and sustains positive relationships 2c. Interacts with peers 1 emerging to 2. Plays near other children; uses similar materials or actions
3. Touching, seeing, hearing and moving around	
Using the large muscles (gross motor skills)	
Lift head; lift head and chest with weight on hands, when lying on stomach.	5. Demonstrates balancing skills 1 emerging to 2. Balances while exploring immediate environment
Hold head upright and steady without support.	5. Demonstrates balancing skills 1 emerging to 2. Balances while exploring immediate environment
When lying on back, bend at hips to lift feet, reach with hands and arms, move head side to side; begin to notice own hands.	5. Demonstrates balancing skills 1 emerging to 2. Balances while exploring immediate environment
Roll from back to side, back to front and front to back with increasing control.	4. Demonstrate traveling skills 2. Moves to explore immediate environment
Move to explore (roll, crawl, scoot, creep).	4. Demonstrate traveling skills 2. Moves to explore immediate environment
Sit with support; and later, sit without support.	4. Demonstrate traveling skills 1 emerging to 2. Moves to explore immediate environment

Stand with support	4. Demonstrate traveling skills 1 emerging to 2. Moves to explore immediate environment
Using the small muscles (fine motor skills)	
Grasp caregiver's fingers.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
Play with own hands by touching them together.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
Reach for toys, objects and bottles with both hands.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
Transfer toys or objects from hand to hand.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
Reach, grasp and release objects.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
Using the senses (sensorimotor skills)	
Turn toward sound and touch.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows interest in the speech of others
Focus eyes on near and far objects; recognize familiar people and things at a distance.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Follow moving things with eyes.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Explore things nearby with mouth and hands.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
Actively play, exploring and interacting with what's nearby.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2 Uses senses to explore the immediate environment

4. Growing up healthy	
Daily living skills (personal health and hygiene)	
Soothe self and fall asleep.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Participate in dressing.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Nutrition and Health	
Suck and swallow.	Not addressed in <i>Teaching Strategies GOLD</i> ®
Connect breast or bottle with getting fed.	Not addressed in <i>Teaching Strategies GOLD</i> ®
Help caregiver hold the bottle.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Chew and bite; eat finger foods.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Safety	
Prefer caregiver over a stranger.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Stop/wait when caregiver says “no” or gives a nonverbal cue for alarm/danger.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in adult’s tone of voice and expression
5. Communicating (literacy)	
Speaking and listening (language development)	
Show interest in speech of others.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others.

Cry, coo and make other sounds.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
Cry in different ways depending on whether hungry, in pain or tired.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
Imitate adult facial expressions.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 1 emerging to 2. Reacts to others' emotional expressions
Respond when the child's name is called.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
Vocalize, squeal, laugh and gesture to communicate.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
Babble, try to talk and copy sounds.	9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds
Begin to say consonant sounds, such as "m," "b."	9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds
Pay attention to what adult is looking at or pointing to.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others.
Use a variety of sounds to express emotions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
Reach and point to communicate.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate

Follow simple requests.	8. Listens to and understands increasingly complex language 8b. Follows direction 2. Responds to simple verbal requests accompanied by gestures or tone of voice
Take turn in “conversation” or vocal play with adults.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 1 emerging to 2. Engages in simple back-and-forth exchanges with others
Say first word.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 3 emerging to 4. Names familiar people, animals, and objects
Reading	
Imitate sounds of language.	8. Listens to and understands increasingly complex language 8b. Follows direction 2. Responds to simple verbal requests accompanied by gestures or tone of voice
Show awareness of the sounds of spoken words by focusing on the person speaking.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others.
Explore books’ physical features (such as by chewing on cloth books).	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
Focus attention for a short period of time when looking at books.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
Begin to participate in stories, songs and fingerplays.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme Not Yet
Writing	
Watch when someone writes or draws.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools Not Yet

6. Learning about my world	
Knowledge (cognition)	
Pay attention to sights and sounds.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Look for dropped object.	12. Remembers and connects experiences 12a. Recognizes and recalls 1 emerging to 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Gaze at and track an object with his/her eyes.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Act to trigger a pleasing sight, sound or motion, such as kicking at a mobile; repeat actions many times to cause a desired effect.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
Show curiosity about things and try to get things that are out of reach.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Imitate sounds; imitate actions, such as clapping hands, pushing a toy.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
Search for a hidden object.	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Math	
Play with toys and things of different sizes and shapes.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Anticipate “more” during routines.	20. Uses number concepts and operations 20a. Counts Not Yet

Science	
Use the senses (mouthing, watching, grasping, reaching) to get information and explore what's nearby.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Use more than one sense at a time, such as when looking at, feeling and shaking a rattle.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Repeat behaviors to figure out cause and effect. For example, a toy released high always goes down (law of gravity).	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
Enjoy filling containers and dumping them out.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
Show interest in animals and pictures of animals.	14. Uses symbols and images to represent something not present 14a. Think symbolically 1 emerging to 2. Recognizes people, objects, and animals in pictures or photographs 25. Demonstrates knowledge of the characteristics of living things
Social Studies	
Show interest in people.	30. Shows basic understanding of people and how they live
Notice daily routines.	31. Explores change related to people or places
Arts	
Gaze at pictures, photos and mirror images.	33. Explores the visual arts
Show interest in sounds, tones, voices, music, colors and shapes.	34. Explores musical concepts and expression
Notice and move to music and/or rhythms.	35. Explores dance and movement concepts

Older Infants- 9 to 18 Months	
1. About me and my family and culture	
Family and culture	
Older Infants develop trusting relationships with familiar adults	
Respond when someone speaks the child's name.	8. Listens and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
Seek out trusted caregiver(s) for comfort and support.	1. Regulates own emotions and behaviors 1a. Manages feelings 3 emerging to 4. Comforts self by seeking out special object or person
Demonstrate fear of unknown people and places.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 3 emerging to 4. Uses trusted adult as a secure base from which to explore the world
Self concept	
Older Infants show their preferences	
Protest when does not want to do something; know what he or she likes to do.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 3 emerging to 4. Accepts redirection from adults
Point to indicate what he or she wants.	1. Regulates own emotions 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self
Choose things to play with.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Try to do things on own. Show joy when completing a simple task.	1. Regulates own emotions 1c. Takes care of own needs appropriately 4. Seeks to do things for self

Self management	
Older Infants use trusted adult as a secure base from which to explore	
Look for caregiver's response in uncertain situations or when trying something new. Test caregiver's response, such as reaching for a forbidden object, then looking to see how caregiver responds.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 3 emerging to 4. Accepts redirection from adults
Move away from caregiver to explore environment; may do so repeatedly.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
Pay attention to an object a caregiver is looking at or talking about.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 3 emerging to 4. Uses trusted adult as a secure base from which to explore the world
Make an effort at times to reengage a caregiver's attention if he or she is distracted.	1. Regulates own emotions 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self
Older Infants begin to participate in repeated routines	
Participate in repeated routines, such as lifting arms toward caregiver to be picked up.	1. Regulates own emotions 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self
Follow some rules and routines, and simple directions.	8. Listens to and understands increasingly complex language 8b. Follows directions 3 emerging to 4. Follows simple requests not accompanied by gestures
Older infants continue to express emotions	
Either relax or cry harder when adult pays attention. Grow more confident when encouraged to release strong feelings.	1. Regulates own emotions and behaviors 1a. Manages feelings 3 emerging to 4. Comforts self by seeking out special object or person
Express and respond to a variety of emotions.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to other's emotional expressions

Learning to learn	
Use all senses and a variety of motions to explore.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 3 emerging to 4. Explores and investigates ways to make something happen
Learn through play and interaction with others.	11. Demonstrates positive approaches to learning 11a. Attends and engages 3 emerging to 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Try different approaches to reaching a desired object or achieving a goal.	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal
Make creative use of items, such as turning a bucket upside down to be the base for a tower.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways
Actively play games with caregivers that involve repetition, such as peek-a-boo; anticipate own turn.	11. Demonstrates positive approaches to learning 11a. Attends and engages 3 emerging to 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Experiment to see if objects have the same effects, such as shaking a stuffed animal to see if it makes a noise like a rattle.	11. Demonstrates positive approaches to learning 11b. Persists 3 emerging to 4. Practices and activity many times until successful
Apply something already learned to something new, such as banging on a drum to make a sound, then banging on a bucket.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 3 emerging to 4. Explores and investigates ways to make something happen
Repeat a simple activity until successful.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices and activity many times until successful

Say focused on an activity for a sustained period of time.	11. Demonstrates positive approaches to learning 11a. Attends and engages 3 emerging to 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Begin to be able to hold information in mind (such as the location of a hidden object) and keep track of simple changes (track the movement of a hidden object).	12. Remembers and connects experiences 12a. Recognizes and recalls 3 emerging to 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
2. Building relationships	
Interactions with adults	
Enjoy playing with adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 3 emerging to 4. Uses trusted adult as a secure base from which to explore the world
Follow adult's pointing or gaze to share the same activity or topic.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 3 emerging to 4. Uses trusted adult as a secure base from which to explore the world
Initiate interactions by smiling, with vocalizations or gestures.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 3 emerging to 4. Uses trusted adult as a secure base from which to explore the world
Interactions with peers	
Respond to others' smiles and emotions. React when someone is crying or upset.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions
Show interest in other children by watching and trying to imitate them (such as following an older sibling around).	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
Recognize other children, their names and their family members.	29. Demonstrates knowledge about self

Social behavior	
Laugh when others laugh.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 3 emerging to 4. Demonstrates concern about the feelings of others
Interact with children; notice similarities and differences.	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions 29. Demonstrates knowledge about self
Take turns in social games.	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
Problem solving, conflict resolution	
Accept adults stepping in when there are disputes over toys and play.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 3 emerging to 4. Seeks adult help to resolve social problems
3. Touching, seeing, hearing and moving around	
Using the large muscles (gross motor skills)	
Rock back and forth on hands and knees; creep or crawl.	4. Demonstrates traveling skills 2. Moves to explore immediate environment
Pull self up to a stand, holding onto something or someone.	5. Demonstrates balancing skills 3 emerging to 4. Experiments with different ways of balancing
Walk holding onto furniture ("cruising").	4. Demonstrates traveling skills 2. Moves to explore immediate environment
Walk.	4. Demonstrates traveling skills 4. Experiments with different ways of moving
Climb.	4. Demonstrates traveling skills 4. Experiments with different ways of moving
Dance or move to music.	4. Demonstrates traveling skills 4. Experiments with different ways of moving 35. Explores dance and movement concepts

Using the small muscles (fine motor skills)	
Use fingers and toes in play.	7. Demonstrates fine-motor strength coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Manipulate balls and other toys. Enjoy using different ways to manipulate, such as pounding, tapping, etc.	6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements 7. Demonstrates fine-motor strength coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Pick up things (such as cereal O's) between thumb and forefinger.	7. Demonstrates fine-motor strength coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Coordinate eye and hand movements, such as putting things into a box.	7. Demonstrates fine-motor strength coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Using the senses (sensorimotor skills)	
Use sense of smell, touch, taste, sight and hearing to experience objects.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Enjoy exploring and responding to different textures, such as hard tabletops or soft cushions.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
4. Growing up healthy	
Daily living skills (personal health and hygiene)	
Begin to be aware of own needs (cry when need changing, get blanket when tired, etc.).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self

Soothe self and fall asleep.	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
Help with dressing, undressing and diapering.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Wash and dry hands, with help.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Nutrition and health	
Grasp and drink from a cup.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Feed self with a spoon.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Eat finger foods.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Eat a variety of nutritious foods.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Be able to control the speed of eating.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Safety	
Be able to tell who are his or her main caregivers and family, and who are strangers.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
Be distracted from unsafe behavior with words (such as “no-no” or “stop”) or signals from adults.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult’s tone of voice and expression

Look to adults before initiating an unsafe behavior.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1b. Follows limits and expectations <ul style="list-style-type: none"> 2. Responds to changes in an adult’s tone of voice and expression
5. Communicating (literacy)	
Speaking and listening (language development)	
Turn to the person speaking, and pay attention to what the speaker is looking at or pointing to.	<ul style="list-style-type: none"> 8. Listens to and understands increasingly complex language 8a. Comprehends language <ul style="list-style-type: none"> 2. Shows an interest in the speech of others
Turn, stop or speak when name is called.	<ul style="list-style-type: none"> 8. Listens to and understands increasingly complex language 8a. Comprehends language <ul style="list-style-type: none"> 2. Shows an interest in the speech of others
Respond appropriately to familiar words (such as clapping when caregiver says “Clap”).	<ul style="list-style-type: none"> 8. Listens to and understands increasingly complex language 8b. Follows directions <ul style="list-style-type: none"> 2. Responds to simple verbal requests accompanied by gestures or tone of voice
Point to familiar persons and things in answer to the question “Where is _____?”	<ul style="list-style-type: none"> 8. Listens to and understands increasingly complex language 8b. Follows directions <ul style="list-style-type: none"> 2. Responds to simple verbal requests accompanied by gestures or tone of voice
Use words, sounds and gestures to get attention, make requests, comment, greet.	<ul style="list-style-type: none"> 9. Uses language to express thoughts and needs 9a. Uses and expanding expressive vocabulary <ul style="list-style-type: none"> 4. Names familiar people, animals, and objects 10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language <ul style="list-style-type: none"> 2. Responds to speech by looking toward the speaker; watches for signs of being understood when communicating
Use consistent sounds to indicate a specific person or thing, such as saying “dada” for daddy.	<ul style="list-style-type: none"> 9. Uses language to express thoughts and needs 9b. Speaks clearly <ul style="list-style-type: none"> 4. Uses some words and word-like sounds and is understood by most familiar people

Name familiar people, animals and objects.	9. Uses language to express thoughts and needs 9a. Uses and expanding expressive vocabulary 4. Names familiar people, animals, and objects
Use eight to 20 understandable words in home language.	9. Uses language to express thoughts and needs 9b. Speaks clearly 4. Uses some words and word-like sounds and is understood by most familiar people
Use single-word speech (such as saying “Up” to be picked up) and short, two-word sentences (“Me go.”).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 2. Uses one- or two-word sentences or phrases
If learning two languages, may not use words in the second language, but communicate with gestures and facial expressions.	38. Demonstrates progress in speaking English
Take part in simple conversations.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 3 emerging to 4. Initiates and attends to brief conversations
Enjoy following single-step directions. (“Bring me the ball”)	8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
Reading	
Make the sounds of familiar words when read to.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 1 emerging to 2. Contributes particular language from the book at the appropriate time
Show awareness of the sounds of spoken words by focusing on the person speaking.	Not specifically addressed in <i>Teaching Strategies GOLD</i> [®] , addressed generally by 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 1 emerging to 2. Contributes particular language from the book at the appropriate time
Point to pictures and words in book; have favorite books; increasingly able to handle books, with help; try to turn pages.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books

Bring a book to an adult to read aloud.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
Focus attention for a short period of time when looking at books.	11. Demonstrates positive approaches to learning 11a. Attends and engages 3 emerging to 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Participate in stories, songs, finger plays and rhymes.	11. Demonstrates positive approaches to learning 11a. Attends and engages 3 emerging to 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Writing	
Scribble or make marks on paper without help.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1. Scribble or marks
Grasp marker or crayon with fist and mark on paper in any location.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1. Scribble or marks
6. Learning about my world	
Knowledge (cognition)	
Observe others' activities. Then imitate their actions, gestures and sounds.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways
Use imitation to make a desired effect, such as activating a toy, or obtaining an object.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways
Explore things in many ways, such a shaking, banging, poking and throwing.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 3 emerging to 4. Explores and investigates ways to make something happen

Enjoy playing hiding games; locate an object that has been hidden from view.	12. Remembers and connects experiences 12a. Recognizes and recalls 3 emerging to 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Use objects as intended, such as pushing buttons on a toy phone, or drinking from a cup.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props
Use objects as a means to an end, such as using a bucket to take toys from one place to another.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways
Seek caregiver's help by making sounds, words, facial expressions or gestures to obtain an object or start an activity.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 2. Uses one- or two-word sentences or phrases
Match similar objects.	13. Uses classification skills 2. Matches similar objects
Begin make-believe play and imitate the actions of others, such as rocking and feeding a baby doll.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props
Explore objects in nonconventional ways.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways
Math	
Understand the idea of "more" related to food or play. Use gestures to ask for more.	20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of one, two, and more
Imitate rote counting using some names of numbers.	20. Uses numbers and operations 20a. Counts 2. Verbally counts (not always in the correct order)

Play with toys and objects of different size and shape.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 1 emerging to 2. Matches two identical shapes
Put things together, such as simple matching puzzles, nesting cups.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 1 emerging to 2. Matches two identical shapes
Follow simple directions that use words like “in,” “on,” “up” and “down.”	21. Explore and describes spatial relationships and shapes 21a. Understands spatial relationships 2. Follows simple directions related to position (in, on, under, up, down)
Science	
Take action to achieve a goal, such as fitting puzzle pieces together, or activating a toy.	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal
Express surprise and delight to play outdoors and with natural elements, such as water, sand and mud.	27. Demonstrates knowledge of the Earth’s environment
Express excitement when seeing animals, birds and fish. Show interest in animals and representations of animals.	25. Demonstrates knowledge of the characteristics of living things
Notice the characteristics of natural things, such as leaves, or events, such as rain or wind.	27. Demonstrates knowledge of the Earth’s environment
Respond to caregiver’s guidance on how to act appropriately toward and around living things.	25. Demonstrates knowledge of the characteristics of living things
Enjoy using or playing with technology objects, such as a wind-up toy.	28. Uses tools and other technology to perform tasks
Social Studies	
Be eager for regular daily activities.	31. Explores change related to familiar people or places
Recognize the start and end of an event (such as by clapping at the end of a song).	31. Explores change related to familiar people or places
Explore spaces, such as trying to fit into an open cardboard box.	Not specifically addressed in <i>Teaching Strategies GOLD</i> [®] , addressed generally by 29. Demonstrates knowledge about self
Recognize some familiar places, such as home, store, grandma’s house.	32. Demonstrates simple geographic knowledge

Know where favorite toys or foods are kept.	Not specifically addressed in <i>Teaching Strategies GOLD</i> , addressed generally by 30. Shows basic understanding of people and how they live
Know where the trash can and recycle bin are.	Not specifically addressed in <i>Teaching Strategies GOLD</i> , addressed generally by 30. Shows basic understanding of people and how they live
Arts	
Try a variety of art materials, such as paint, crayons, markers, play dough, clay.	33. Explores the visual arts
Try a variety of sound sources, such as rattles, bells, drums.	34. Explores musical concepts and expression
Show interest in sounds, tones, voices, music, colors and shapes.	33. Explores the visual arts 34. Explores musical concepts and expression
Enjoy rhythms and movement.	35. Explores dance and movement concepts
Toddlers- 16 to 36 Months	
1. About me and my family and culture	
Family and culture	
Have a relationship with caregivers or family other than the parents or main caregiver.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 5 emerging to 6. Manages separations without distress and engages with trusted adults
Show preference for familiar adults and peers.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 5 emerging to 6. Manages separations without distress and engages with trusted adults 2. Establishes and sustains positive relationships 2d. Makes friends 2. Seeks a preferred playmate; shows pleasure when seeing a friend

Feel comfortable in a variety of places with familiar adults (such as at home, in the car, store or playground).	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 5 emerging to 6. Manages separations without distress and engages with trusted adults
Express caution or fear toward unfamiliar people.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 5 emerging to 6. Manages separations without distress and engages with trusted adults
Recognize roles within the family.	29. Demonstrates knowledge about self
Participate in family routines.	29. Demonstrates knowledge about self
Enjoy stories, songs and poems about a variety of people and cultures.	30. Shows basic understanding of people and how they live
Self concept	
Separate from main caregiver when in familiar settings outside the home.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 5 emerging to 6. Manages separations without distress and engages with trusted adults
Recognize and call attention to self in a mirror or in photographs.	29. Demonstrates knowledge about self
Show awareness of being seen by others (such as repeating an action when sees someone is watching).	29. Demonstrates knowledge about self
Show self-confidence; try new things.	1. Regulates own emotions a behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs.
Make choices (such as what clothes to wear) and have favorite books, toys and activities.	1. Regulates own emotions a behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs.
Take pride in showing completed projects (such as a drawing or stack of blocks) to caregiver.	1. Regulates own emotions a behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs

Name and express many emotions in self, familiar people, pets.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 5 emerging to 6. Identifies basic emotional reactions of others and their causes accurately
Seek the comfort of adults significant to him/her when in new or uncomfortable situations, or needing help, or feeling strong emotions.	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
Self management	
Remember and follow simple routines and rules some of the time.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
Direct others to follow simple rules and routines, even when he or she does not follow them.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
Have trouble learning new behavior when routines are changed.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
Respond well to adult guidance, most of the time. Test limits and try to be independent.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
Stop an activity or avoid doing something if directed.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
Express strong feelings through tantrums.	1. Regulates own emotions and behaviors 1a. Manages feelings 5 emerging to 6. Is able to look at a situation differently or delay gratification
Do things the child has been told not to do.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults

Show assertiveness, such as giving orders to others.	Not specifically addressed in <i>Teaching Strategies GOLD</i> [®] , addressed generally by 1. Regulates own emotions and behaviors 1a. Manages feelings 5 emerging to 6. Is able to look at a situation differently or delay gratification
Show growing ability to remember past experiences and tell an adult about them, including information about simple emotions.	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Learning to learn	
Actively explore the environment.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Ask questions.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 5 emerging to 6. Shows eagerness to learn about a variety of topics and ideas
Try new ways of doing things. Experiment with the effect of own actions on objects and people.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways
Insist on some choices. Choose an activity and keep at it for longer periods of time.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Want to do favorite activities over and over.	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
Seek and accept help when encountering a problem.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it

Invent new ways to use everyday items.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways
Enjoy pretend play and creating things.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props
Change behavior based on something the child learned before.	12. Remembers and connects experiences 12b. Makes connections 5 emerging to 6. Draws on everyday experiences and applies this knowledge to a similar situation
2. Building relationships	
Interactions with adults	
Start interactions and play with adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
Seek out attention from adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
Enjoy turn-taking games with caregivers and may direct adult in his or her role.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 3 emerging to 4. Takes turns
Interactions with peers	
Play side-by-side with another child, at times.	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
Remember and use the names of familiar peers.	2. Establishes and sustains positive relationships 2d. Makes friends 2. Seeks a preferred playmate; shows pleasure in seeing a friend

Start interacting with peers. Show interest in and call them by name. Recognize and want to be with playmates the child knows.	2. Establishes and sustains positive relationships 2d. Makes friends 2. Seeks a preferred playmate; shows pleasure in seeing a friend
Observe and imitate other children's play.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways
Begin to include other children in play, such as chase games.	2. Establishes and sustains positive relationships 2c. Interacts with peers 3 emerging to 4. Uses successful strategies for entering groups
Social behavior	
Be excited to see friends and familiar people. Have a preferred playmate.	2. Establishes and sustains positive relationships 2d. Makes friends 2. Seeks a preferred playmate; shows pleasure in seeing a friend
Notice when someone familiar is absent ("Where is Simon?").	29. Demonstrates knowledge about self
Notice when others are happy or sad and name emotions. ("Mia sad.")	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
Notice that what the child likes might not be the same as what others like.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 8. Recognizes that others' feelings about a situation might be different from his or her own
Follow family routines, such as what the family does at dinner time.	29. Demonstrates knowledge about self
Be upset when family routines are not followed or change.	1. Regulates own emotions and behaviors 1a. Manages feelings 5 emerging to 6. Is able to look at a situation differently or delay gratification
Start to act appropriately as a member of various communities, such as family, classroom, neighborhood, faith community.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders

Help with simple chores in the family or classroom community.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
Problem solving, conflict resolution	
Find it hard to wait for a turn. Use adult help to share and take turns.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 3 emerging to 4. Takes turns
Respond appropriately (most of the time) when another child expresses wants, such as to look at a book with him or her.	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
3. Touching, seeing, hearing and moving around	
Using the large muscles (gross motor skills)	
Walk and run well, or use a mobility device, if needed. Change speed and direction.	4. Demonstrates traveling skills 5 emerging to 6. Moves purposefully from place to place with control
Climb into and out of bed or onto a steady chair.	4. Demonstrates traveling skills 5 emerging to 6. Moves purposefully from place to place with control
Jump up and down. Squat. Stand on tiptoe.	5. Demonstrates balancing skills 4. Experiments with different ways of balancing
Pull toys while walking.	4. Demonstrates traveling skills 5 emerging to 6. Moves purposefully from place to place with control
Walk up and down stairs one at a time.	4. Demonstrates traveling skills 5 emerging to 6. Moves purposefully from place to place with control
Kick a ball that is not moving.	6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements
Throw a ball or beanbag. Catch a large, bounced ball against the body.	6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements

Enjoy being active. Join in active games, dance, outdoor play and other physical activity.	4. Demonstrates traveling skills 5 emerging to 6. Moves purposefully from place to place with control
Using the small muscles (fine motor skills)	
Reach, grasp and release with more control.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 5 emerging to 6. Uses refined wrist and finger movements
Use tools such as spoon, crayon, toy hammer.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Use fingers to paint, play with clay, line up blocks. Stack a few blocks.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 5 emerging to 6. Uses refined wrist and finger movements
Grasp small items with thumb and finger.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 5 emerging to 6. Uses refined wrist and finger movements
Nest up to five cups or other items.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 5 emerging to 6. Uses refined wrist and finger movements
Using the senses (sensorimotor skills)	
Dance or move to music and rhythms.	4. Demonstrates traveling skills 5 emerging to 6. Moves purposefully from place to place with control 35. Explores dance and movement concepts
Show eye-hand coordination—build with blocks, work simple puzzles, string large beads, put together and take apart items like pop beads.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 5 emerging to 6. Uses refined wrist and finger movements
Become aware of where the body is in relation to other things, such as walking around a table without bumping into it.	4. Demonstrates traveling skills 5 emerging to 6. Moves purposefully from place to place with control

4. Growing up healthy	
Daily living skills (personal health and hygiene)	
Want to take care of self.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
Dress and undress completely (except for fasteners), with help.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
Have sleeping routines, such as getting and arranging soft toys to take to bed.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
Sleep well. Wake up rested and ready to be active.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
Show interest in toilet training. Use the toilet by about age 3 years, with help.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
Wash and dry hands, with only a little help needed.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
Cooperate with tooth-brushing.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs

Nutrition and health	
Feed self with a spoon, without help.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
Feed self a sandwich, taking bites.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
Recognize and eat a variety of healthy foods. Choose among food options.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
Name five or six of own body parts.	29. Demonstrates knowledge about self
Safety	
Recognize safety rules, but not always follow them.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
5. Communicating (literacy)	
Speaking and listening (language development)	
Respond appropriately to familiar words. Respond to directions that include verbs, such as run, jump, reach, open.	8. Listens to and understands increasingly complex language 8b. Follows directions 5 emerging to 6. Follows directions of two or more steps that relate to familiar objects and experiences
Touch correct body parts in songs or games where you identify parts of the body.	29. Demonstrates knowledge about self
Use more than 100 words. When learning more than one language, the child might not use words equally in both languages.	Not addressed specifically in <i>Teaching Strategies GOLD</i> , addressed generally by 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

Enjoy learning new words.	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
Point to and name objects when told their use (“What do you drink with?”).	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
Name items in a picture book, such as a cat or tree.	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
Use mostly one- and two-syllable words, with some three-syllable words.	9. Uses language to express thoughts and needs 9b. Speaks clearly 5 emerging to 6. Is understood by most people; may mispronounce new, long, or unusual words
Use three- or four-word sentences with a noun and verb.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly
Use negatives (“I don’t want it”).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly
Use adjectives in phrases (such as a big bag, or a green hat).	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
Ask and answer simple questions, as appropriate for the culture.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 5 emerging to 6. Engages in conversations of at least three exchanges

Speak clearly enough in home language to be understood most of the time.	9. Uses language to express thoughts and needs 9b. Speaks clearly 4. Uses some words and word-like sounds and is understood by most familiar people
Begin to follow grammatical rules, though not always correctly.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
Change tone to communicate meaning.	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
Recount an event, with help. Communicate about recent activities.	9. Uses language to express thoughts and needs 9d. Tells about another time or place 4. Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end
Remember and follow simple directions in home language and attempt to make sense of directions that include gestures (such as the gesture for “come here”) in a second language.	8. Listens to and understands increasingly complex language 8b. Follows directions 3 emerging to 4. Follows simple requests not accompanied by gestures
Follow two-step directions with complex sentence structure (noun + verb + adverb, such as “Put the toys away quickly”). Struggle if too many directions are given at once.	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
Take turns in longer conversations.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 5 emerging to 6. Uses acceptable language and social rules while communicating with others; may need reminders

Use gestures or phrases to show respect for others, though need adult prompts sometimes.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 5 emerging to 6. Uses acceptable language and social rules while communicating with others; may need reminders
Enjoy making animal sounds to represent familiar animals.	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
Reading	
Enjoy reciting phrases from familiar rhymes, stories and fingerplays. Say the last word of a familiar rhyme to complete it.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 3 emerging to 4. Fills in the missing rhyming word; generates rhyming words spontaneously
Join in rhyming games and songs with other children.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 3 emerging to 4. Fills in the missing rhyming word; generates rhyming words spontaneously
Sing songs with or recite letters of the alphabet.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 1 emerging to 2. Recognizes and names a few letters in own name
Begin to understand that print represents words (for example, pretend to read text).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
Know the right side up of a book. Turn pages, usually one at a time. Imitate reading by turning pages, remembering and telling the story.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues

Notice both words and pictures on a page. Describe the action in pictures.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
Recite familiar words in a book when read to.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time
Recall characters or actions from familiar stories.	18. Comprehends and responds to books and other texts 18c. Retells stories 2. Retells some events from a familiar story with close adult prompting
Anticipate what comes next in known stories.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time
Recognize print in the neighborhood (such as stop signs, signs on buildings, etc.).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
Ask to be read to, or for storytelling. Request a favorite book or story many times.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
Writing	
Label pictures using scribble writing or ask an adult to label the pictures.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
Use symbols or pictures to represent oral language and ideas.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 3 emerging to 4. Draws or constructs, and then identifies what it is

Scribble and make marks on paper, and tell others what the scribble means.	<p>14. Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically 3 emerging to 4. Draws or constructs, and then identifies what it is</p> <p>19. Demonstrates emergent writing skills</p> <p>19b. Writes to convey meaning 2. Controlled linear scribbles</p>
Draw horizontal and vertical lines.	<p>19. Demonstrates emergent writing skills</p> <p>19b. Writes to convey meaning 2. Controlled linear scribbles</p>
Use a variety of writing tools (pencil, marker, paint brush).	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7b. Uses writing and drawing tools 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>
6. Learning about my world	
Knowledge (cognition)	
Experiment with the effect of own actions on things and people.	<p>11. Demonstrates positive approaches to learning</p> <p>11b. Persists 4. Practices an activity many times until successful</p>
Know that playing with certain desirable or forbidden things will get adults' attention.	<p>12. Remembers and connects experiences</p> <p>12b. Makes connections 5 emerging to 6. Draws on everyday experiences and applies this knowledge to a similar situation</p>
Make choices, such as which toy to play with.	<p>11. Demonstrates positive approaches to learning</p> <p>11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
Take action based on past experience. For example, if the caregiver blows on hot food before eating it, child will blow on food at the next meal.	<p>11. Demonstrates positive approaches to learning</p> <p>11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it</p>

Connect objects with actions (such as a broom for sweeping).	Not specifically addressed in <i>Teaching Strategies GOLD</i> , addressed generally by 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Repeat an action over and over until successful, such as stacking blocks until they no longer fall down.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
Explore and use trial and error to solve problems.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
Imitate how others solve problems.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Ask for help when needed.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Show recall of people and events, such as by clapping hands when told that a favorite person will visit.	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
Recall and follow the order of routines, such as washing and drying hands before eating.	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
Play make-believe with props, such as dolls or stuffed animals.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 3 emerging to 4. Acts out familiar or imaginary scenarios; may use props to stand for something else

React to puppets as if they are real and not operated by an adult or another child.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 3 emerging to 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
Math	
Count to at least 10 from memory.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
Begin counting small groups of items (up to five).	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
Understand the concepts of “one” and “two,” such as by following directions to take one cracker.	20. Uses numbers and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of one, two, and more
Recognize and name a few numerals.	20. Uses numbers and operations 20c. Connects numerals with their quantities 2. Recognizes and names a few numerals
Identify quantity and comparisons, such as all, some, none. Use comparison words correctly, such as bigger and smaller, more and less.	20. Uses numbers 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
Explore measuring tools, such as measuring cups, or a ruler.	22. Compares and measures 5 emerging to 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Match simple flat shapes (circles, squares, triangles).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 3 emerging to 4. Identifies a few basic shapes (circle, square, triangle)

Identify two geometric shapes, such as a circle and a square.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 3 emerging to 4. Identifies a few basic shapes (circle, square, triangle)
Follow simple directions for position, such as up, down, in, on.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 2. Follows simple directions related to position (in, on, under, up, down)
Science	
Look at and handle things to identify what's the same and what's different about them.	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
Explore nature using the senses, such as looking at and feeling different leaves.	27. Demonstrates knowledge of Earth's environment
Ask simple questions about the natural world ("Where did the rainbow go?").	27. Demonstrates knowledge of Earth's environment
Show interest in animals and other living things. Begin to label them by name and to identify traits (such as the sound a cow makes).	25. Demonstrates knowledge of the characteristics of living things
Enact animals' activities (such as eating, sleeping) in pretend play. Move toy animals to mimic animals in the wild.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 3 emerging to 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
Explore the parts of living things, such as the petals on a flower.	25. Demonstrates knowledge of the characteristics of living things
Engage with plants and animals in a respectful way, without adult prompting. Express concern if an animal is injured or sick. Comment on what it takes to make things grow ("That plant needs water").	25. Demonstrates knowledge of the characteristics of living things
Identify weather, such as sun, rain, snow.	27. Demonstrates knowledge of Earth's environment
Know that people and animals can live in different kinds of places, such as fish living in the water.	25. Demonstrates knowledge of the characteristics of living things
Social Studies	
Eager for recurring events ("After lunch, I will hear a story").	31. Explores change related to familiar people or places

Connect new experiences to past experiences.	12. Remembers and connects experiences 12b. Makes connections 5 emerging to 6. Draws on everyday experiences and applies this knowledge to a similar situation
Experiment with physical relationships, such as on/under, inside/outside.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follow simple directions related to proximity (<i>beside, between, next to</i>)
Help with home and class routines that keep things clean.	29. Demonstrates knowledge about self
Understand roles of various people in the community.	30. Shows understanding of people and how they live
Arts	
Use a variety of materials to express self, such as paint, crayons and musical instruments.	33. Explores the visual arts
Sing and make up simple songs and/or music with instruments.	34. Explores musical concepts and expression
Explore various ways of moving the body with and without music.	35. Explores dance and movement concepts
Imitate movement after watching others perform games or dance.	35. Explores dance and movement concepts
Act out familiar stories or events.	36. Explores drama through actions and language
Ages 3 to 4 Years	
1. About me and my family and culture	
Family and culture	
Remember the people who are important in the child's life.	29. Demonstrates knowledge about self
Name most family members, including extended family.	29. Demonstrates knowledge about self
Recognize the importance of cultural celebrations and traditions.	29. Demonstrates knowledge about self
	30. Shows basic understanding of people and how they live
Show or talk about objects from family or culture.	29. Demonstrates knowledge about self
Self concept	
Proud to say own first and last name.	29. Demonstrates knowledge about self
Know self as a part of the family, spiritual group, culture, community, and/or other group to which the family belongs.	29. Demonstrates knowledge about self
Notice self as an important person to family and friends.	29. Demonstrates knowledge about self
Self management	
Show personal likes and dislikes.	29. Demonstrates knowledge about self

Identify favorite and familiar activities.	29. Demonstrates knowledge about self
Find it hard to cooperate when tense, hungry, scared, sad, angry, etc., resulting in behavior that is hurtful, harmful or withdrawn.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
Release or redirect emotional tensions—cry, laugh, tremble, yawn, sing, jump, walk—becoming more relaxed and cooperative afterward.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
Remember and cooperate in daily routines, such as getting into a car seat, and in changes from one activity to another, with occasional reminders.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Manage changes in routines and learn new behaviors with a little practice.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Identify simple rules and expect others to follow them.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Predict what comes next in the day, when there is a consistent schedule.	31. Explores change related to familiar people or places
Express delight in own abilities. (“I did it myself!”)	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Be able to identify when something is hard to do.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Sometimes turn down a treat now if a better treat will be available later.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Learning to learn	
Copy adults and playmates.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups

Enjoy creating own play activities.	11. Demonstrates positive approaches to learning 11a. Attends and engages 5 emerging to 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
Explore objects new to the child while playing.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 5 emerging to 6. Shows eagerness to learn about a variety of topics and ideas
Become engrossed in an activity and ignore distractions briefly.	11. Demonstrates positive approaches to learning 11a. Attends and engages 5 emerging to 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
Imitate real-life roles/experiences in simple role plays.	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
Develop own thought processes and ways to figure things out.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
Identify questions and puzzles, and have ideas about ways to figure them out. Try some of these ideas.	11. Demonstrates positive approaches to learning 11b. Persists 5 emerging to 6. Plans and pursues a variety of appropriately challenging tasks
Recognize when making a mistake and sometimes adjust behavior to correct it.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
2. Building relationships	
Interactions with adults	
Separate from important adults, sometimes relying on another adult to feel safe. Release tensions through laughter, tears, trembling, talking, or yawning.	2. Establishes and sustains positive relationships 2a. Manages feelings 6. Manages separations without distress and engages with trusted adults

Initiate interactions and engage in play with adults.	2. Establishes and sustains positive relationships 2a. Manages feelings 6. Manages separations without distress and engages with trusted adults
Show affection for important adults.	2. Establishes and sustains positive relationships 2a. Manages feelings 6. Manages separations without distress and engages with trusted adults
Interactions with peers	
Engage in play with other children. Join in group activities.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
Initiate play with friends, siblings, cousins and/or others.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
Share and take turns with other children.	3. Participates cooperatively and constructively in group situations 3a. Balance needs and rights of self and others 4. Takes turns
Show affection or closeness with peers.	2. Establishes and sustains positive relationships 2d. Makes friends 4. Plays with one or two preferred playmates
Make decisions with other children, with adult help.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 5 emerging to 6. Suggest solutions to social problems
Social behaviors	
Respond to directions from adults about putting items away or being careful with them.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Begin to remember and follow multistep directions.	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

Notice where things belong and help put them away (such as toys, putting own dishes in the wash basin).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Work with others as part of a team.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
Explore, practice and understand social roles through play. Adopt a variety of roles and feelings during pretend 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
Plan play by identifying different roles needed and who will fill these roles. Consider changing roles to fit the interests of children playing.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
Tell stories and give other children the chance to tell theirs.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
Sing, drum and/or dance with others.	34. Explores musical concepts and expression
React to peers' feelings (empathy).	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
Problem solving, conflict resolution	
Accept/reach out to children who are different.	29. Demonstrates knowledge about self
Identify ways to change behavior to respond to another's desires or needs. Remember and follow through on the agreement without further reminders, some of the time.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 5 emerging to 6. Suggests solutions to social problems
Wait for a turn.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns

3. Touching, seeing, hearing and moving around	
Using the large muscles (gross motor skills)	
Further develop movement skills using the whole body, such as walking, jumping, running, throwing and climbing. A child in a wheelchair might start and stop the chair, and hold the body upright.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
Use both hands to grasp an object, such as catching a large ball.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
Balance briefly on one leg, such as for kicking a ball.	5. Demonstrates balancing skills 7 emerging to 8. Sustains balance during complex movement experiences
Show coordination and balance, such as in walking along a line or a beam.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
Enjoy vigorous play with peers and/or adults.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
Enjoy the challenge of trying new skills.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices and activity many times until successful
Using the small muscles (fine motor skills)	
Draw some shapes and lines using a crayon or pencil.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 4. Grips drawing and writing tools with the whole hand but may use whole-arm movements to make marks
Work puzzles of three or four pieces.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Develop eye-hand coordination, such as in stringing large beads.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Button large buttons, zip and unzip clothing, and open and close other fasteners.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements

Persist some of the time in practicing skills that are difficult.	11. Demonstrates positive approaches learning 11b. Persists 4. Practices activity many times until successful
Using the senses (sensorimotor skills)	
Move body to music or rhythm.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control 35. Explores dance and movement concepts
Drum, sing, play musical instruments and listen to music from different cultures.	34. Explores musical concepts and expression
4. Growing up healthy	
Daily living skills (personal health and hygiene)	
Dress and undress with help. Take off coat and put it where it belongs.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
Begin to take care of own toileting needs.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
Wash hands and use a towel to dry them.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Nutrition and health	
Try different healthy foods from a variety of cultures.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Help to set and clear the table for meals. Self serve meal items.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs

Engage in a variety of active play and movement activities. Play outdoor games.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
Safety	
Hold parent's/caregiver's hand when walking in public places.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Begin to learn safety rules for the child's daily activities.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
5. Communicating (literacy)	
Speaking and listening (language development)	
Communicate with body language, facial expression, tone of voice and in words.	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
Say name, tribal or religious name if the child has one, age and sex.	29. Demonstrates knowledge about self
Show preference for the home language.	29. Demonstrates knowledge about self
Name most familiar things.	9. Uses language to express thoughts and needs 9a. Uses and expanding expressive vocabulary 4. Names familiar people, animals, and objects
Name one or more friends and relatives.	29. Demonstrates knowledge about self
Ask the meaning of new words, then try using them.	9. Uses language to express thoughts and needs 9a. Uses and expanding expressive vocabulary 7 emerging to 8. Incorporates new, less-familiar or technical words in everyday conversations
Speak so most people can understand.	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words

Use words like “I,” “me,” “we,” and “you” and some plurals (such as cars, dogs).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word sentences
Use multi-word sentences, phrases, and gestures to communicate needs, ideas, actions and feelings.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word sentences
Respond to questions verbally or with gestures.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Ask questions for information or clarification.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
Enjoy repeating rhyming words or word patterns in songs, poems or stories.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously
Show awareness of separate syllables in words by tapping or clapping for each syllable.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words
Remember and follow directions of one or two steps. Struggle to remember and follow complicated or multi-step directions.	8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
Know three to seven words in tribal language (if the family has one) and use them regularly.	9. Uses language to express thoughts and needs 9a. Uses and expanding expressive vocabulary 4. Names familiar people, animals, and objects
Participate in conversations. Take turn in group conversations, and listen to others in group for a short period of time.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
Recognize rising and falling intonations, and what these mean.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories

Reading	
Identify print on signs, etc., asking “What does that say?”	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
Identify own name as a whole word.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
Match the beginning sounds of some words. Find objects in a picture that have the same beginning sound, with some adult help.	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 6. Matches beginning sounds of some words
Decide whether two words rhyme.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 6. Decides whether two words rhyme
Request a favorite book.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
Enjoy picture books and being read to. Enjoy looking at books on own. Use pictures to predict a story.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
Listen to and follow along with books in a different language.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 3 emerging to 4. Asks and answers questions about the text; refers to the pictures
Turn book pages one at a time.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
Use own experiences to comment on a story, though the comments might not follow the story line.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation

Retell simple, familiar stories from memory while looking at the book.	18. Comprehends and responds to books and other texts 18c. Retells stories 3 emerging to 4. Retells familiar stories using pictures or props as prompts
Writing	
Make marks or scribbles when an adult suggests writing.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
Attempt to copy one or more letters or characters of the home language.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
Draw pictures and tell their story.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws and constructs, and then identifies what it is
6. Learning about my world	
Knowledge (cognition)	
Ask a lot of “why” and “what” questions.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Learn by doing hands-on and through the senses.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Learn through play.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Recall several items after they have been put out of sight.	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, projects, and actions, from the past (a few months before); recalls 1 or 2 items removed from view
Draw on own past experiences to choose current actions.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation

Make plans for ways to do something. May or may not follow through.	11. Demonstrates positive approaches to learning 11b. Persists 5 emerging to 6. Plans and pursues a variety of appropriately challenging tasks
Think of a different way to do something, when confronting a problem, with adult help.	11. Demonstrates positive approaches to learning 11c. Solves problems 5 emerging to 6. Solves problems without having to try every possibility
Math	
Count to 10 and beyond by rote. Count up to five items. Point to objects while counting.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
Identify by sight how many are in a small group of items, up to three.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
Understand that the whole is larger than one of its parts (for example, an apple is larger than an apple slice).	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
Identify up to four objects or pictures that are the same. Take objects or pictures that are different out of the group.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
Sort and describe items by size, color and/or shape.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Match simple flat shapes (circles, squares, triangles).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)

Compare size by sight, feel and comparing to hands, feet, etc. (visual and tactile math).	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Use gestures or words to make comparisons (larger, smaller, shorter, taller).	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Compare two objects by length, weight or size.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Find the total sum of small groups of items.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
Understand words that tell where things are (such as behind, under, in, on). Use these words to identify locations.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (beside, between, next to)
Science	
Play with materials of different texture (such as sand, water, leaves) and conditions (such as wet, dry, warm, cold), with adult encouragement and supervision.	26. Demonstrates knowledge of the physical properties of objects and materials
Recognize that different forms of life have different needs.	25. Demonstrates knowledge of the characteristics of living things
Begin to understand that some animals share similar characteristics (for example, a tiger and a pet cat share common features).	25. Demonstrates knowledge of the characteristics of living things
Notice and ask questions about what is the same and different between categories of plants and animals. Notice their appearance, behavior and habitat.	25. Demonstrates knowledge of the characteristics of living things
Social Studies	
Name family members by relationship (such as father, sister, cousin, auntie, etc.).	29. Demonstrates knowledge about self

Make a drawing of own family as the child sees it.	29. Demonstrates knowledge about self
Recognize whose parent is whose when parents come for their children or in photos of each others' families.	29. Demonstrates knowledge about self
Take on family roles in play, identify how each person should behave and act out the part for a brief time. Enjoy changing roles.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes 30. Shows basic understanding of people and how they live
Arts	
Draw something familiar. Begin to draw representational figures.	33. Explore the visual arts
Do beadwork with appropriately sized beads.	33. Explore the visual arts
Play make-believe with dolls, toy animals and people.	36. Explores drama through actions and language
Dance, sing, drum, use rattles, draw or paint.	33. Explore the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts
Look at artwork from different cultures.	33. Explore the visual arts
Ages 4 to 5 Years	
1. About me and my family and culture	
Family and culture	
Take pride in own family composition and interest in others'. Understand that families are diverse.	29. Demonstrates knowledge about self
Recognize and respect similarities and differences between self and other people, such as gender, race, special needs, cultures, languages, communities and family structures.	30. Shows basic understanding of people and how they live
Self concept	
Describe what he or she likes and is interested in.	29. Demonstrates knowledge about self

Choose activities to do alone or with others (such as puzzles, painting, etc.).	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
Self management	
Release emotional tensions in the arms or presence of a caring adult. (By this age, the child may have been discouraged from doing so and find it more difficult than before.) Still is able to cry, laugh, tremble, yawn and/or have non-hurtful tantrums. Is relaxed and cooperative afterward.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
Associate emotions with words and facial expressions.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
Express one or two feelings in role playing life experiences. Adopt a variety of roles in pretend play.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 5 emerging to 6. Interacts with 2 or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
Anticipate consequences of own behavior. With help, consider possibilities and plan effective approaches to problems.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 5 emerging to 6. Suggests solutions to social problems
Begin to enjoy games where the child has to change behavior in response to changing directions.	8. Listens to and understands increasingly complex language 8b. Follow directions 6. Follows directions of two or more steps that relate to familiar objects and experiences
Learning to learn	
Be curious; interested in trying things out.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas

Stay with a task for more than five minutes and attempt to solve problems that arise.	<p>11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks</p> <p>11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility</p>
Use imagination to create a variety of ideas.	<p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks</p>
Enjoy pretend play (such as using dolls or stuffed animals, or playing “house” or “explorers”).	<p>14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
Use play as a way to explore and understand life experiences and roles.	<p>14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p>
Recognize when making mistakes and fix these errors during a task.	<p>11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility</p>
2. Building relationships	
Interactions with adults	
Seek emotional support from caregivers.	<p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 7 emerging to 8. Engages with trusted adults as resources and to share mutual interests</p>
Understand that adults may want the child to do something different than he/she wants to do.	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults</p>

Interactions with peers	
Play with children the same age and of different ages.	2. Establishes and sustains positive relationships 2c. Interacts with peers 5 emerging to 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
Initiate an activity with another child.	2. Establishes and sustains positive relationships 2c. Interacts with peers 5 emerging to 6. Initiate, joins in, and sustains positive interactions with a small group of two or three children
Invite other children to join groups or other activities.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiate, joins in, and sustains positive interactions with a small group of two or three children
Make and follow plans for games with other children.	2. Establishes and sustains positive relationships 2c. Interacts with peers 5 emerging to 6. Initiate, joins in, and sustains positive interactions with a small group of two or three children
Social behaviors	
Adjust behavior to different settings (such as using an outdoor voice or an indoor voice), sometimes with reminders.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 7 emerging to 8. Applies rules in new but similar situations
Be able to think about behavior, being cooperative and nonhurtful. Able to talk about the best ways to do things.	3. Participates cooperatively and constructively in group situations 3a. Balance needs and rights of self and others 6. Suggests solutions to social problems
Cooperate with other children, share and take turns.	3. Participates cooperatively and constructively in group situations 3a. Balance needs and rights of self and others 4. Take turns
Connect emotions with facial expressions.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes

Care about other children when they are hurt or upset. Describe other children's thoughtful behaviors.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes
Listen to what other children want and make plans that take these desires into account.	3. Participates cooperatively and constructively in group situations 3a. Balance needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
Wait for a turn without getting angry or grabbing. May lose interest in the object or activity before getting a turn.	3. Participates cooperatively and constructively in group situations 3a. Balance needs and rights of self and others 4. Take turns
Problem solving, conflict resolution	
Ask for help from another child or an adult to solve a problem.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems
Make decisions and solve problems with other children, with adult help.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 5 emerging to 6. Suggests solutions to social problems
Observe that others may have ideas or feelings that differ from the child's own.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 8. Recognizes that others' feelings about a situation might be different from his or her own
Be able to talk about ways to solve a problem or help another child, and keep in mind the personality and preferences of that child.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
3. Touching, seeing, hearing and moving around	
Using the large muscles (gross motor skills)	
Move with purpose from one place to another using the whole body. This might include walking, running, marching, jumping, hopping or climbing. For child in a wheelchair, skills might include steering the chair into different spaces.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
Use both hands to catch. Throw with good aim. Kick an object.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements

Show good balance and coordination, such as walking on a wide beam or line.	5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
Enjoy challenging him- or herself to try new and increasingly difficult activities.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
Using the small muscles (fine motor skills)	
Open and close a blunt scissors with one hand, and cut a straight line.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Show increasing skill with small materials. Screw and unscrew jar lids, and turn door handles. Use zippers, buttons and snaps. String large beads; fold paper; open and close containers.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Work puzzles of up to 10 pieces.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Write some letters or numbers.	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
Spend time practicing skills that are difficult. Be aware of what he/she finds difficult and try to do it better.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices and activity many times until successful
Using the senses (sensorimotor skills)	
Delight in playing with materials of different texture (such as sand, water, fabric) and conditions (wet, dry, warm, cold).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 5 emerging to 6. Shows eagerness to learn about a variety of topics and ideas
4. Growing up healthy	
Daily living skills (personal health and hygiene)	
Participate easily and know what to do in routine activities (such as meal time, bed time).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

Communicate need to rest, drink and eat.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Stay awake all day except, for some children, during nap time.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Dress and undress, with only a little help needed.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Decide, with a few prompts from adults, when to carry out self-help tasks (such as washing hands).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
Wash and dry hands before eating and after toileting, with some adult help.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
Cooperate while caregiver assists with brushing teeth.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
Cover mouth when coughing.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Nutrition and health	
Help prepare healthy snacks.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Eat a variety of nutritious foods and eat independently. Try healthy foods from different cultures.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Serve self at family-style meals.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs

Know what self-care items are used for (such as comb and toothbrush).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Safety	
Identify trusted adults who can help in dangerous situations.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
Follow safety rules indoors and outdoors.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Keep a distance from wildlife.	25. Demonstrates knowledge of the characteristics of living things
5. Communicating (literacy)	
Speaking and listening (language development)	
Know and use several hundred words in home language. Use new words on own.	9. Uses language to express thoughts and needs 9a. Uses an expanding excessive vocabulary 6. Describes and tells the use of many familiar items
Use words to describe actions (such as “running fast”) and emotions (such as happy, sad, tired and scared).	9. Uses language to express thoughts and needs 9a. Uses an expanding excessive vocabulary 6. Describes and tells the use of many familiar items
Talk in sentences of five or six words.	9. Uses language to express thought and needs 9c. Uses conventional grammar 6. Uses complete, four- to six- word sentences
Know when it is appropriate to ask questions and whom to ask. Ask questions to get information or clarification.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Remember and follow directions involving two or three steps, including steps that are not related (such as “Please pick up your toys and put on your shoes”).	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

Remember all parts and respond correctly to a request (such as “Bring me the green towel”).	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
Tell some details of a recent event in sequence.	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provide details, and evaluates the experience; recalls 3 or 4 items removed from view
Tell a short make-believe story, with adult help.	9. Uses language to express thoughts and needs 9d. Tells about another time or place 6. Tells stories about other times and places that have a logical order and that include major details
Listen to others and respond in a group discussion for a short period. Remember what was said and gain information through listening.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
State own point of view, and likes and dislikes using words, gestures and/or pictures.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Join in and make up songs, chants, rhymes and games that play with the sounds of language (such as clapping out the rhythm).	34. Explores musical concepts and expression
Sing a song or say a poem from memory.	Not expressed specifically in <i>Teaching Strategies GOLD</i> , addressed generally by 12. Remembers and connects experiences 12a. Recognizes and recalls 7 emerging to 8. Uses a few deliberate strategies to remember information
Reading	
Know some basic rules of grammar (such as correctly using “me” and “I”).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six- word sentences

Understand that alphabet letters are a special kind of picture and that they have names. Begin to identify individual letters of the alphabet (or characters of the home language) in text.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 2. Recognizes and names a few letters in own name
Understand which symbols are letters and which are numbers.	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
Identify three or more letters with their sound at the beginning of a word (such as “day,” “dog” and “David” all begin with “d”).	16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 2. Identifies the sounds of a few letters
Recognize some signs and symbols in the classroom and community (such as a Stop sign), and use them for information.	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
Begin to recite some words in familiar books from memory.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language form the text; describes the action across pages; using pictures to order the events; may need prompts from adult.
Know that print has meaning.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
Recognize own name in print.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
Begin to understand the order in which a page is read (for example, English is read from left to right and top to bottom).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow
Tell you what is going to happen next in a story. Make up an ending.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult

Identify a variety of printed material (such as books, newspapers, magazines, cereal boxes).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
Use actions to show ideas from stories, signs, pictures, etc.	Not addressed specifically in <i>Teaching Strategies GOLD</i> , addressed generally by 18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
Retell more complicated, familiar stories from memory.	18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters
Writing	
Make marks, scribbles or letter-like shapes and identify them as words. Use pretend writing activities during play.	19. Demonstrates emergent writing skills 19a. Writes name 3. Mock letters or letter-like forms
Use letter-like symbols to make lists, letters and stories or to label pictures.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
Attempt to copy one or more letters of the alphabet.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
Begin to print or copy own name, and identify at least some of the letters.	19. Demonstrates emergent writing skills 19a. Writes name 4 emerging to 5. Partially accurate name
Explore writing letters in different languages.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings

6. Learning about my world	
Knowledge (cognition)	
Ask adults questions to get information (as appropriate in the family's culture).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 7 emerging to 8. Uses a variety of resources to find answers to questions
Describe likes and interests.	29. Demonstrates knowledge about self
Apply new information or words to an activity or interaction.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Build on and adapt to what the child learned before. For example, change the way of stacking blocks after a tower continues to fall.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
Be able to explain what he or she has done and why, including any changes made to his/ her plans.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 7 emerging to 8. Thinks through possible long-term solutions and takes on more abstract challenges
Seek to understand cause and effect ("If I do this, why does that happen?").	11. Demonstrates positive approaches to learning 11c. Solves problems 7 emerging to 8. Thinks problems through considering several possibilities and analyzing results
Understand the ideas of "same" and "different."	13. Uses classification skills 2. Matches similar objects
Recognize objects, places and ideas by symbols (for example, recognize which is the men's room and which is the women's by looking at the stick figure symbols).	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
Name more than three colors.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects

Group some everyday objects that go together (such as shoe and sock, pencil and paper).	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
Predict what comes next in the day when there is a consistent schedule.	31. Explores change related to familiar people or places
Math	
Count to 20 and beyond. Count 10 or more objects accurately.	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
Give the next number in the sequence 1 through 10.	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
Count out 10 items; may use fingers, body parts or other counters, as used in the child's home culture. Count and group things by number.	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
Compare groups of up to 10 objects.	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
Find the sum when joining two sets of up to five objects.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separated up to five objects and describes parts

Identify by sight how many are in a small group of objects, up to four.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separated up to five objects and describes parts
Use measuring tools in play (such as a ruler, measuring cups, or parts of the body).	22. Compares and measures 5 emerging to 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Match and sort simple shapes (circles, squares, triangles).	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 2. Matches two identical shapes
Compare size (such as, "I'm as tall as the yellow bookshelf.") Describe objects using size words (big, small, tall, short).	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Compare two objects using comparison words such as smaller, faster and heavier.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Order three objects by one characteristic, (such as from smallest to largest).	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Work puzzles with up to 10 pieces.	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
Create own patterns with a variety of materials. Describe what the pattern is.	23. Demonstrates knowledge of patterns 6. Extends and created simple repeating patterns

Follow simple directions for position (beside, next to, between, etc.)	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (beside, between, next to)
Science	
Ask questions and identify ways to find answers. Try out these activities and think about what to do next to learn more.	24. Uses scientific inquiry skills
Predict what will happen in science and nature experiences. Consider whether these predictions were right, and explain why or why not.	24. Uses scientific inquiry skills
Use tools to explore the environment (a magnifying glass, magnets, sifters, etc.).	28. Uses tools and other technology to perform tasks
Measure sand or water using a variety of containers.	24. Uses scientific inquiry skills
Use one sense (such as smell) to experience something and make one or two comments to describe this.	24. Uses scientific inquiry skills
Investigate the properties of things in nature. Begin to understand what various life forms need in order to grow and live.	25. Demonstrates knowledge of the characteristics of living things
Take responsibility in taking care of living things, such as feeding the fish, watering plants, etc.	25. Demonstrates knowledge of the characteristics of living things
Talk about changes in the weather and seasons, using common words, such as rainy and windy.	27. Demonstrates knowledge of Earth's environment
Look at where the sun is in the morning, afternoon, evening and night.	27. Demonstrates knowledge of Earth's environment
Take walks outside and gather different types of leaves, name colors he/she sees outdoors.	27. Demonstrates knowledge of Earth's environment
Participate (with adult direction) in activities to preserve the environment, such as disposing of litter properly, saving paper and cans to be recycled, etc.	27. Demonstrates knowledge of Earth's environment
Social Studies	
Describe family members and understand simple relationships (such as, "Marika is my sister.")	29. Demonstrates knowledge about self

Adopt the roles of different family members during dramatic play. Plan what each role does and then enact it.	29. Demonstrates knowledge about self 14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
Draw own family, as the child understands it.	29. Demonstrates knowledge about self
Ask questions about similarities and differences in other people (such as language, hair style, clothing).	29. Demonstrates knowledge about self
Talk about the past and the future, such as what the child did this morning and what his or her family will do this weekend.	31. Explores change related to familiar people or places
Recognize some people in the community by their jobs (such as grocery store clerk, bus driver, doctor).	30. Shows basic understanding of people and how they live
Enjoy taking the roles of different jobs in pretend play.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes 30. Shows basic understanding of people and how they live
Talk about what the child wants to be when he or she grows up.	30. Shows basic understanding of people and how they live
Play store or restaurant, with empty food containers, receipts, etc.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes 30. Shows basic understanding of people and how they live
Match objects to their normal locations (for example, a stove in the kitchen, a bed in the bedroom, a tree in the forest).	32. Demonstrates simple geographic knowledge
Recognize where he or she is when traveling in familiar areas, most of the time.	32. Demonstrates simple geographic knowledge

Recognize that roads have signs or a name, and houses and apartments usually have numbers to help identify their locations.	32. Demonstrates simple geographic knowledge
Arts	
Show an increasing ability to use art materials safely and with purpose.	33. Explores the visual arts
Understand that different art forms (such as dance, music or painting) can be used to tell a story.	33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts
Express self through art and music. Take pride in showing others own creations (“Look at my picture.”)	33. Explores the visual arts 34. Explores musical concepts and expression
Use a variety of materials to create representations of people and things (such as drawing a person showing two to four body parts).	14. Uses symbols and images to represent something not present 14a. Think symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
Show creativity and imagination.	33. Explores the visual arts
Hum or move to the rhythm of recorded music.	34. Explores musical concepts and expression
Ask to sing a particular song.	34. Explores musical concepts and expression
Remember the words to a familiar song.	34. Explores musical concepts and expression
Enjoy participating in a variety of music activities, such as listening, singing, finger plays, chants, playing musical instruments, games and performances.	34. Explores musical concepts and expression 35. Explores dance and movement concepts
Enjoy learning songs and dances from other cultures.	34. Explores musical concepts and expression 35. Explores dance and movement concepts
Watch other children dance; try to mimic the movements.	35. Explores dance and movement concepts
Express feelings through movement and dancing in various musical tempos and styles.	35. Explores dance and movement concepts
Perform simple elements of drama (such as audience, actors).	36. Explores drama through actions and language

Participate in dramatic play activities (such as acting out familiar activities, stories or events from own life).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
Age 5 and Kindergarten	
1. About me and my family and culture	
Family and culture	
Take pride in and know own ethnic/cultural heritage. Recognize different ethnic/cultural groups.	29. Demonstrates knowledge about self
Identify family customs and traditions.	29. Demonstrates knowledge about self
Help younger children do things they can't yet do by themselves.	29. Demonstrates knowledge about self
Enjoy joining friends in music and activities from their cultural traditions.	29. Demonstrates knowledge about self
Self concept	
Identify and express own preferences, thoughts and feelings, if appropriate for the child's culture.	29. Demonstrates knowledge about self
Be aware of gender.	29. Demonstrates knowledge about self
Express what he/she likes and doesn't like.	29. Demonstrates knowledge about self
Self management	
Identify emotions and use words to describe them.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 8. Recognizes that others' feelings about a situation might be different from his or her own
Express a range of emotions appropriately, such as excitement, happiness, sadness and fear.	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time
Resist impulses and choose appropriate behavior with little adult direction.	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time

Make and follow, some of the time, multi-step plans for completing a task.	8. Listens to and understands increasingly complex language 8b. Follows directions 8. Follows detailed, instructional, multistep directions
Be able to wait—for a turn, a treat, etc.	3. Participates cooperatively and constructively in group situations 3a. Balance needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
Adapt to new environments by behaving and displaying emotions in ways expected.	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time
Change actions to meet what is expected in different settings and conditions, such as taking shoes off at home, leaving them on at school, and putting boots on in the rain.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
Apply familiar accepted behaviors in new but similar situations, such as using a quiet voice indoors.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
Begin to recognize how own actions affect others.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
Learning to learn	
Be eager to learn about and talk about a range of topics, ideas and tasks.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Be curious and seek new information.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions
Be flexible and inventive in approaching tasks and activities.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness of thinking 6. Changes plans if a better idea is thought of or proposed
Stay focused on an activity, even when facing challenges.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustain work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

Return to activities after interruptions, including after several days.	11. Demonstrates positive approaches to learning 11a. Attends and engages 8. Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions
Find more than one way to complete a task.	11. Demonstrates positive approaches to learning 11b. Persists 8. Plans and pursues own goal until it is reached
Make plans and follow through.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
Develop ways to remember information.	12. Remembers and connects experiences 12a. Recognizes and recalls 8. Uses a few deliberate strategies to remember information
Join with other children on interests.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
2. Building relationships	
Interactions with peers and others	
Able to express self in new settings.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
Able to adapt to a larger group environment.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
Accept new people who are trusted adults (e.g., teacher, bus driver).	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests

Make connections with other children in different settings.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
Share suggestions for what to do in play.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
Develop relationships with other children and with adults.	2. Establishes and sustains positive relationships 2d. Makes friends 7 emerging to 8. Maintains friendships for several months or more
Social behavior	
Show understanding of others' feelings.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
Listen to viewpoints of others.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 7 emerging to 8. Recognizes others' feelings about a situation might be different from his or her own
Able to allow for own personal space ("She's in my chair") and respect others' space.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
Help, share, take turns and cooperate in a group.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
Include children who are a different gender or ethnic background from self, speak a different language, or have special needs.	29. Demonstrates knowledge about self
Accept the consequences of own actions.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations

Behave in accepted ways in different settings.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
Problem solving, conflict resolution	
Make decisions and solve problems with other children.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 8. Resolves social problems through negotiation and compromise
Resolve some conflicts with peers without adult help.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 8. Resolves social problems through negotiation and compromise
Listen to others' ideas and wants, share own ideas and wants, consider what is fair, and make suggestions for different ways to resolve conflicts.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
Understand the concept that sometimes you are the leader and sometimes you are the follower.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
3. Touching, seeing, hearing and moving around	
Using the large muscles (gross motor skills)	
Show continuous growth in movement skills, including jumping, galloping and skipping.	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
Play safely in group and individual movement settings.	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
Recognize basics about how the human body works, such as the five senses and main body parts.	29. Demonstrates knowledge about self
Understand how to respect others when playing active games, follow rules.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Enjoy activities that require attention to form, such as yoga, karate, sports, gymnastics or dance.	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games

Using the small muscles (fine motor skills)	
Help prepare meals and with tasks such as stirring and kneading.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Use small, precise, finger and hand movements
Use the hands and fingers in a variety of ways, such as stringing beads, holding pencils properly, connecting blocks and working puzzles.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Use small, precise, finger and hand movements
Roll clay or dough into “snakes.”	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Use small, precise, finger and hand movements
Be interested in working to do things “right” and will practice skills for short periods of time.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
Using the senses (sensorimotor skills)	
Use all the senses to observe and explore.	24. Uses scientific inquiry skills
4. Growing up healthy	
Daily living skills (personal health and hygiene)	
Continue to use practices to be safe and healthy, with minimal adult help.	1. Regulates own emotion and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Understand the importance of taking care of self and growing strong.	1. Regulates own emotion and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Nutrition and health	
Make good decisions about health habits.	1. Regulates own emotion and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Help prepare meals and snacks.	1. Regulates own emotion and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

Safety	
Be able to explain the reasons for safety rules.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
5. Communicating (literacy)	
Speaking and listening (language development)	
Listen attentively and observe carefully.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
Understand, remember and follow multistep directions.	8. Listens to and understands increasingly complex language 8b. Follows directions 8. Follows detailed, instructional, multistep directions
Share own ideas.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
Speak clearly in complete sentences.	9. Uses language to express thoughts 9c. Uses conventional grammar 8. Uses long, complex sentence and follows most grammatical rules
Retell familiar stories.	9. Uses language to express thoughts and needs 9d. Tells about another time or place 8. Tells elaborate stories that refer to other times and places
Take part in classroom conversations and follow rules for discussions (e.g., learning to listen to others and taking turns when speaking).	10. Uses appropriate conversational and other communication skills. 10b. Uses social rules of language 8. Uses acceptable language and social rules during communication with others
Speak clearly to express thoughts, feelings and ideas, including descriptions of familiar people, places, things and events.	9. Uses language to express thoughts and needs 9d. Tells about another time or place 8. Tells elaborate stories that refer to other times and places

Ask and answer questions about key details in stories or other information read or presented aloud.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
Understand and use question words (e.g., who, what, where, when, why, how) in discussions.	10a. Uses appropriate conversational and other communication skills 10a. Engages in conversations 8. Engages in complex, lengthy conversations (five or more exchanges)
Take turns speaking and listening in conversations. Remember and respond to what is said.	10a. Uses appropriate conversational and other communication skills 10a. Engages in conversations 8. Engages in complex, lengthy conversations (five or more exchanges)
Have a hard time, when excited, waiting for a turn in a conversation or staying with someone else's topic.	10. Uses appropriate conversational and other communication skills. 10b. Uses social rules of language 6. Uses acceptable language and social rules during communication with others
Increase vocabulary.	9. Uses language to express thoughts and needs 9a. Uses and expanding an expressive vocabulary 8. Incorporates new, led familiar or technical words in everyday experiences
Reading	
Understand and apply concepts of print (such as in English, reading from left to right and top to bottom).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow
Show awareness of language sounds (e.g., rhyming, hearing beginning and ending sounds of words).	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 6. Decides whether two words rhyme 15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 8. Isolates and identifies the beginning sound of a word

Associate the letters with their sounds.	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 8. Isolates and identifies the beginning sound of a word
Understand that signs and labels convey information.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow
Recognize some names and words in context.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 8. Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line
Begin to read own writing.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
Memorize or participate in reading poems and familiar books.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Make personal connections with books and stories.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Show interest in a variety of books.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 8. Uses various types of books for their intended purposes
Retell familiar stories using beginning, middle and end.	18. Comprehends and responds to books and other texts 18c. Retell stories 6. Retells a familiar story in proper sequence, including major events and characters
Writing	
Use illustrations to tell stories or convey meaning.	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

Understand that we can communicate ideas and thoughts with symbols.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
Form letters, and show increasing knowledge of letters and sounds.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
Name upper- and lower-case letters, matching those letters with their sounds and printing them.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 6. Identifies and names 11-20 upper- and 11-20 lowercase letters when presented in random order 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
Copy signs, labels, names and words. Talk about what they mean.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
Write simple sentences. Write lists, cards, letters, etc.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
6. Learning about my world	
Knowledge (cognition)	
Learn best through active exploration of concrete materials (blocks, paint, etc.). Make plans for this exploration. Talk about what he/she has learned from the activity and would like to do next.	11. Demonstrates positive approaches to learning 11b. Persists 8. Plans and pursues own goal until it is reached
Understand that things are not always what they appear to be (for example, a sponge may look like a rock).	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 8. Thinks through possible long-term solutions and takes on more abstract challenges
Explore different environments inside and outside.	24. Uses scientific inquiry skills

Math	
Count to 100.	20. Uses number concepts and operations 20a. Counts 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
Count up to 20 objects to understand how many objects there are.	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
Recognize by sight and name the number of items in a group, up to five.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
Compare two groups of objects to decide which is more or less, or if they are equal.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets if 6-10 objects and then describes that parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
Remember and write numbers to 20.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 8. Identifies numerals to 20 by name and connects each to counted objects 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
Add and subtract numbers up to 10 using objects or drawings.	20. Uses number concepts and operations 20b. Quantifies 7 emerging to 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back to solve problems with more than 10 objects)

Name shapes and recognize shapes in the environment.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
Sort and classify objects by more than one factor (such as shape and color, or size and shape, etc.).	13. Uses classification skills 8. Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons
Correctly use position words (such as beside, inside, under, etc.) to describe objects.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
Science	
Make observations and ask questions. Identify ways to find answers. Try out these activities and think about what to do next to learn more.	24. Uses scientific inquiry skills
Recognize landmarks in the local environment (lakes, rivers, rock formations, etc.).	27. Demonstrates knowledge of Earth's environment
Name many of the basic needs of animals and people (habitat).	25. Demonstrates knowledge of the characteristics of living things
Identify what different animals eat. Begin to understand that some animals eat other animals, and some eat plants.	25. Demonstrates knowledge of the characteristics of living things
Begin to understand how the things people do may change the environment. Recognize that the child's own actions have an effect on the environment for the better (such as watering plants) or worse (such as stomping on plants).	27. Demonstrates knowledge of Earth's environment
Begin to tell the difference between materials that are natural and those made by humans.	25. Demonstrates knowledge of the characteristics of living things
Social Studies	
Learn concepts of fairness and respect for the rights and opinions of others.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
Know the people who carry out the rules at school and in the community (principal, teacher, crossing guards, bus drivers, fire fighters, etc.).	30. Shows basic understanding of people and how they live

Enjoy comparing past and present events, such as holidays.	31. Explores change related to familiar people or places
Note: Many social studies skills are included above under: About me and my family and culture; and Building relationships.	
Arts	
Learn ways to create artwork.	33. Explores the visual arts
Share ideas and explain own artwork to others. Talk about what was done and why.	33. Explores the visual arts
Explore the voice, body and instruments.	34. Explores musical concepts and expression
Be attracted to different kinds of music.	34. Explores musical concepts and expression
Start to develop singing and playing skills and techniques.	34. Explores musical concepts and expression
Develop skills for movement.	35. Explores dance and movement concepts
Join in creative dramatics, storytelling, puppetry and pretend play.	36. Explores drama through actions and language