

**Alignment of *Building a Strong Foundation for School Success - Kentucky's Early Childhood Standards*  
With  
*Teaching Strategies GOLD™ Objectives for Development & Learning: Birth Through Kindergarten***

This document aligns the domains, standards and benchmarks in the *Building a Strong Foundation for School Success - Kentucky's Early Childhood Standards* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD™* Assessment System. The methodology was to analyze the information in the state standards and then determine whether there was a word alignment (WA) or a construct alignment (CA). For a word alignment, the language of the Kentucky standards and the Teaching Strategies tool is similar. For a construct alignment, the underlying intent, rather than the specific wording, is similar. No alignment (NA) means that the Teaching Strategies tool does not address the specific benchmark in the Kentucky standards.

**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, Inc.

Kentucky Department of Education. (September 2005). *Building a Strong Foundation for School Success - Kentucky's Early Childhood Standards*. Frankfort, KY: Author. Retrieved May 4, 2010 from <http://www.education.ky.gov/NR/rdonlyres/1C04B68C-01F3-4AF6-855D-56482F9FC0EA/0/BuildingaStrongFoundationforSchoolSuccessKentuckyEarlyChildhoodStandardsREVISED.pdf>

Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
<b>Birth to Three Cognitive</b>		
<b>Cognitive Standard 1: Explores the environment to gain information</b>		
<b>Benchmark 1.1: Demonstrates curiosity in the environment.</b>		
Uses senses to explore the environment.	11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment	WA
Uses play to explore objects in the environment.	11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen	CA
Engages in behavior to investigate consequences; notices cause and effect relationships in their daily environment.	11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen	CA
Explores spatial relationships, shapes, and numbers.	20a. Counts 2. Verbally counts (not always in the correct order) 20b. Quantifies 2. Demonstrates understanding of the concepts of <i>one, two, and more</i> 21a. Understands spatial relationships 2. Follows simple directions related to position ( <i>in, on, under, up, down</i> ) 21b. Understands shapes 2. Matches two identical shapes	CA CA CA CA
<b>Benchmark 1.2: Responds to the environment.</b>		
Observes and/or imitates behavior.	11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways	WA
Shows interest in listening to and repeating sounds	15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games	CA
Works toward an objective.	11b. Persists 4. Practices an activity many times until successful 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it	CA CA
<b>Benchmark 1.3: Recalls information about the environment.</b> Recognizes and shows preference for familiar people and things.	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	CA

Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
Locates an object that has been hidden from view.	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	CA
Creates mental images of objects and people not in immediate environment.	12b. Makes connections 2. Looks for familiar persons when they are named; relates objects to events	CA
Exhibits a sense of personal routines	12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support	CA
<b>Benchmark 1.4: Recognizes characteristics of people and objects</b>		
Identifies and investigates the physical qualities of living and nonliving things.	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	CA
Categorizes objects based on physical or functional similarity.	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	CA
Recognizes functional uses of items in the environment.	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	CA
Uses objects in realistic play – imitates the environment.	14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props	WA
<b>Communication</b>		
<b>Communication Standard 1: Demonstrates communication skills in order to express self</b>		
<b>Benchmark 1.1: Engages in nonverbal communication for a variety of purposes</b>		
Initiates communication by smiling and eye contact.	10a. Engages in conversations	CA
Uses gestures and movements to express self.	2. Engages in simple back-and-forth exchanges with others	CA
Uses movement or gestures to demonstrate understanding of vocalizations.	8a. Comprehends language 2. Shows an interest in the speech of others	CA
Uses gestures or movements to solicit attention and/or to indicate wants and needs.	1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs	CA
Uses eye contact, gestures, and/or movement to request item or assistance.	1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs	CA
Uses movements and/or gestures to protest.	1c. Takes care of own needs appropriately	CA

Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
Uses gestures for greetings and conversational rituals.	2. Indicates needs and wants; participates as adult attends to needs 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others	CA
Uses movement or behavior to initiate interaction with a person, animal, or object.	2c. Interacts with peers 2. Plays near other children; uses similar materials or actions	CA
<b>Benchmark 1.2: Uses vocalization and /or words (verbal, signed, symbolic) for a variety of purposes.</b> Varies pitch, length, and volume of vocalizations.		
Makes new sounds, both vowels and consonants.	9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds	CA
Squeals and laughs.	9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds	WA
Engages in vocal play and/or vocal turn-taking.	9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds	CA
Uses specific vocalizations that have meaning to primary caregivers.	10a. Engages in conversations 4. Initiates and attends to brief conversations	CA
Uses sounds and words with inflected patterns in conversational manner.	9b. Speaks clearly 4. Uses some words and word-like sounds and is understood by most familiar people	CA
Imitates sounds and words	10a. Engages in conversations 4. Initiates and attends to brief conversations	CA
Repeats rhymes and repetitive speech sounds, recites phrases and participates in singing songs.	9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects	CA
Uses single words.	15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games 15b. Notices and discriminates alliteration 2. Sings songs and recites rhymes and refrains with repeating initial sounds	CA
Names several objects or persons upon request.	9c. Uses conventional grammar 2. Uses one- or two-word sentences or phrases	WA
Identifies items or people in pictures/photographs.	9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects	WA
Increases the number of single words used in vocabulary.	14a. Thinks symbolically 2. Recognizes peoples, objects, and animals in pictures or photographs	WA
	9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects	CA

Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
Uses name to refer to self.	29. Demonstrates knowledge about self	CA
Uses phrases or short sentences.	9c. Uses conventional grammar 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly	CA
Uses pronouns to refer to self or others.	9c. Uses conventional grammar 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly	CA
Talks about familiar people, story characters and events.	9d. Tells about another time or place 2. Makes simple statements about recent events and familiar people and objects that are not present	CA
Uses 2-3 syllable words meaningfully.	9b. Speaks clearly 4. Uses some words and word-like sounds and is understood by most familiar people	CA
Carries on a conversation.	10a. Engages in conversations 4. Initiates and attends to brief conversations	CA
Uses plurals.	9c. Uses conventional grammar 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly	CA
Asks questions.	10a. Engages in conversations 4. Initiates and attends to brief conversations	CA
<b>Communication Standard 2: Demonstrates listening and observing skills and responds to the communication of others.</b>		
<b>Benchmark 2.1: Focuses on and attends to communication of others and to sights and sounds in the environment to gain information.</b>		
Responds to sights and/or sounds.	11a. Attends and engages 2. Pays attention to sights and sounds	WA
Looks at speaker.	8a. Comprehends language 2. Shows an interest in the speech of others	CA
Prefers human voice.	8a. Comprehends language 2. Shows an interest in the speech of others	CA
Establishes joint attention.	8a. Comprehends language 2. Shows an interest in the speech of others	CA
Understands and responds to familiar words and/or alternative communication methods.	8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted	CA

Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
Attends to and enjoys short stories, rhymes, fingerplays, and songs	15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games 15b. Notices and discriminates alliteration 2. Sings songs and recites rhymes and refrains with repeating initial sounds	CA
<b>Communication 2.2: Responds to the verbal and nonverbal communication of others.</b>		
Responds to communication of others and to sounds in the environment.	8a. Comprehends language 2. Shows an interest in the speech of others	CA
Responds to others' expressions or emotion.	3a. Balances needs and rights of self and others 2. Responds appropriately to others' expressions of wants 10b. Uses social rules of language 2. Responds to speech by looking toward the speaker; watches for signs of being understood when communicating	CA CA
Recognizes and responds appropriately to non-verbal signs and gestures.	8b. Follows directions 2. Responds to simple verbal requests accompanied by gestures or tone of voice	CA
Participates in turn-taking.	3a. Balances needs and rights of self and others 4. Takes turns	WA
Responds appropriately to requests or directions.	8b. Follows directions 4. Follows simple requests not accompanied by gestures	WA
Identifies objects on request.	8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted	WA
Responds appropriately to several action words.	8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted	CA
Demonstrates understanding of several prepositions.	21a. Understands spatial relationships 2. Follows simple directions related to position ( <i>in, on, under, up, down</i> )	CA
Demonstrates understanding of several pronouns.	8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted	CA
Responds to questions.	8a. Comprehends language 5. (emerging to 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories)	CA

Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
Demonstrates understanding of many vocabulary words.	8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted	CA
Demonstrates understanding of some complex sentences.	8a. Comprehends language 5. (emerging to 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories)	CA
Gains information from stories, rhymes, and songs being read/sung aloud.	18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time	CA
<b>Communication Standard 3: Demonstrates interest and engages in early literacy activities.</b>		
<b>Benchmark 3.1: Demonstrates interest and engagement in print literacy materials.</b>		
Looks at pictures and photos briefly.	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	CA
Attends to and/or makes contact with age-appropriate book, when presented.	17a. Uses and appreciates books 2. Shows interest in books	CA
Manipulates age-appropriate book.	17a. Uses and appreciates books 2. Shows interest in books	CA
Shows interest as age-appropriate book is read aloud.	18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time	CA
Turns pages awkwardly by him/herself.	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	CA
Shows increasing skills in book handling and print directionality.	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 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow	WA
Selects book for adult to read.	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	CA
Anticipates/recalls text of a known story.	18c. Retells stories 2. Retells some events from a familiar story with close adults prompting	CA
Requests a favorite book to be read again.	17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back	CA



Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
Shows increased attention span for listening to stories.	back; recognizes familiar books by their covers	
Grasps thick crayon/marker/other writing tool and scribbles.	18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time	CA
Recalls specific people, actions, and/or activities in a story book.	7b. Uses writing and drawing tools 2. Grasps drawing and writing tools, jabbing at paper	CA
Notifies that there are both print and pictures on a page	18c. Retells stories 4. Retells familiar stories, using pictures or props as prompts	CA
Makes lines and shapes with a variety of writing tools to represent objects.	17a. Uses and appreciates books 2. Shows interest in books	CA
<b>Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes.</b>		
Shows preference to human voice.	19b. Writes to convey meaning 2. Controlled linear scribbles	CA
Attends and respond to hearing a story, rhyme or song.	8a. Comprehends language 2. Shows an interest in the speech of others	CA
Participates in word games or fingerplays.	18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time	CA
Sings or joins in on a specific story, rhyme or song.	15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games	CA
Repeats phrases from predictable, repetitive stories.	15b. Notices and discriminates alliteration 2. Sings songs and recites rhymes and refrains with repeating initial sounds	CA
Asks to hear a specific story, rhyme or song.	15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games	CA
Create partial songs and rhymes.	15b. Notices and discriminates alliteration 2. Sings songs and recites rhymes and refrains with repeating initial sounds	CA
<b>Creative Expression</b>		
<b>Creative Expression Standard 1: Demonstrates interest and</b>	18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time	CA
	18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time	CA
	15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games	CA



Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
<b>participates in various forms of creative expression.</b>		
<b>Benchmark 1.1: Enjoys and engages in visual arts.</b>		
Attends to bright and/or contrasting colors.		
Attends to the facial expressions of adults.	33. Explores the visual arts	CA
Gazes at pictures, photographs, and mirror images.	11a. Attends and engages 2. Pays attention to sights and sounds	CA
Shows preferences for favorite colors.	14a. Thinks symbolically 2. Recognizes peoples, objects, and animals in pictures or photographs	CA
Uses a variety of materials in exploring and creating visual art.	29. Demonstrates knowledge about self	CA
Observes and describes visual art.	33. Explores the visual arts	CA
<b>Benchmark 1.2 Enjoys and engages in movement and dance.</b>		
Responds to touch and motion.	11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment	CA
Explores the movement of self and/or objects.	35. Explores dance and movement concepts	CA
Shows enjoyment for rhythmic patterns.	15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games	CA
Enjoys moving to music.	34. Explores musical concepts and expression	CA
Exhibits an increased variety of movements to express self.	35. Explores dance and movement concepts	CA
<b>Benchmark 1.3: Enjoys and engages in music.</b>		
Responds to sounds, tones, and voices.	11a. Attends and engages 2. Pays attention to sights and sounds	WA
Responds to music.	34. Explores musical concepts and expression	CA
Enjoys rhythms and song.	34. Explores musical concepts and expression	CA
Prefers repetition of familiar songs and rhythmic patterns.	34. Explores musical concepts and expression	CA
Expresses joy through music.	34. Explores musical concepts and expression	CA
<b>Benchmark 1.4: Enjoys and engages in pretend play and drama.</b>		
Imitates sounds, facial expressions and gestures of another person.	14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props	CA
Imitates the actions of other persons.	14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props	CA
Imitates sounds or actions of an animal or object.	14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props	CA
Utilizes voice and body as a means of artistic expression.	36. Explores drama through actions and language	CA

Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
Uses one object to represent another.	14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props	CA
Engages in pretend play.	14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props	CA
<b>Motor</b>		
<b>Motor Standard 1: Demonstrates motor skills in daily activities and adaptive/self care routines.</b>		
<b>Benchmark 1.1: Moves with purpose and coordination.</b>		
Reaches for object.	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects	CA
Brings object to mouth.	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects	CA
Transfer objects from one hand to another.	7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully	CA
Rolls over.	4. Demonstrates traveling skills 2. Moves to explore immediate environment	CA
Crawls	4. Demonstrates traveling skills 2. Moves to explore immediate environment	CA
Uses furniture to raise or lower self to floor.	5. Demonstrates balancing skills 2. Balances while exploring immediate environment	CA
Walks.	4. Demonstrates traveling skills 4. Experiments with different ways of moving	CA
Climbs low objects.	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects	CA
Pushes and pulls toys while walking.	4. Demonstrates traveling skills 4. Experiments with different ways of moving	CA
Kicks ball forward.	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects	CA
Walks up and down stairs placing both feet on each step.	4. Demonstrates traveling skills 4. Experiments with different ways of moving	CA
<b>Benchmark 1.2: Demonstrates balance and coordination.</b>		
Sits independently with balance.	5. Demonstrates balancing skills 4. Experiments with different ways of balancing	CA

Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
Stands without support.	5. Demonstrates balancing skills 4. Experiments with different ways of balancing	CA
Moves from sitting to standing using hands.	5. Demonstrates balancing skills 4. Experiments with different ways of balancing	CA
Squats without falling.	5. Demonstrates balancing skills 4. Experiments with different ways of balancing	CA
Runs.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control	CA
Throws object while standing.	6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements	CA
<b>Benchmark 1.3: Exhibits eye-hand coordination.</b> Reaches for objects.	7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully	WA
Makes random marks on paper.	19b. Writes to convey meaning 1. Scribbles or marks	WA
Stacks and places objects	7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects	CA
Makes controlled scribbles.	19b. Writes to convey meaning 2. Controlled linear scribbles	WA
Attempts to catch and throw.	7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects	CA
<b>Benchmark 1.4: Controls small muscles in hands.</b> Grasps and releases objects.	7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully	CA
Passes objects from one hand to the other and changes position of objects within their hands	7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully	CA
Moves from using whole hand grasp to grasping with thumb and index finger with increasing control.	7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects	CA
<b>Benchmark 1.5: Expresses physical needs and actively participates in adaptive/self care routines to have these needs met.</b> Verbally or physically asks for food or drink.	1c. Takes care of own needs appropriately 4. Seeks to do things for self	CA

Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
Assists in feeding routines.	1c. Takes care of own needs appropriately 4. Seeks to do things for self	CA
Follows familiar sleep routines.	1c. Takes care of own needs appropriately 4. Seeks to do things for self	CA
Seeks assistance with diapering/toileting.	1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs	CA
Participates in dressing routines.	1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs	CA
Participates in routines to maintain hygiene.	1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs	CA
<b>Social Emotional</b>		
<b>Social Emotional Standard 1: Demonstrates trust and engages in social relationships.</b>		
<b>Benchmark 1.1: Shows attachments and emotional connection towards others.</b>		
Responds to being held.	2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults	CA
Uses eye contact to establish, maintain, and discontinue interactions.	2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults	CA
Recognizes familiar faces.	2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults	CA
Exhibits separation anxiety.	2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults	CA
Use familiar adults as a base for exploration and for “emotional refueling”.	2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world	WA
Shows concern for others and recognizes others needs.	2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others	WA
<b>Benchmark 1.2: Demonstrates desire to create relationships and understanding of these relationships with others.</b>		
Observes other people.	2c. Interacts with peers 2. Plays near other children; uses similar materials or actions	CA
Engages in independent, parallel play. Contact with peers centers around toys and other objects.	2c. Interacts with peers 2. Plays near other children; uses similar materials or actions	WA
Shows enjoyment in interactions with others.	2c. Interacts with peers 2. Plays near other children; uses similar materials or actions	CA

Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
Initiates social contact.	2c. Interacts with peers 4. Uses successful strategies for entering groups	CA
Develops friendship with peers.	2d. Makes friends 2. Seeks a preferred playmate; shows pleasure when seeing a friend	CA
Responds to praise or rewards from adults.	2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults	CA
Develops sense of self as a separate person from others.	29. Demonstrates knowledge about self	CA
Identifies other people and their roles.	30. Shows basic understanding of people and how they live	CA
Focuses attention on others, notices likeness and differences.	30. Shows basic understanding of people and how they live	CA
<b>Social Emotional Standard 2: Demonstrates sense of self.</b>		
<b>Benchmark 2.1: Expresses and/or recognizes a variety of emotions.</b>		
Uses facial expressions, body movements, and/or vocalizations to make social contact and express needs and emotions.	1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs	CA
Responds to emotional cues and social situations.	2b. Responds to emotional cues 2. Reacts to others' emotional expressions	WA
Expresses emotions towards familiar persons, pets, or possessions.	1a. Manages feelings 4. Comforts self by seeking out special object or person	CA
Associates emotions with words and facial expressions.	1a. Manages feelings 4. Comforts self by seeking out special object or person	CA
<b>Benchmark 2.2: Develops the ability to control feelings and behavior and understands simple rules and limitations.</b>		
Seeks out ways to calm self.		
Develops self regulation.	1a. Manages feelings 4. Comforts self by seeking out special object or person	WA
Expresses sense of self (autonomy). Recognizes own accomplishments.	1a. Manages feelings 4. Comforts self by seeking out special object or person	CA
Understands authority and simple rules, including the consequences for not following rules	29. Demonstrates knowledge about self 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs	CA
<b>Three and Four</b> <b>Arts and Humanities</b> <b>Arts and Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music, and drama experiences.</b>	1b. Follows limits and expectations 4. Accepts redirection from adults	CA

Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
<b>Benchmark 1.1: Develops skills in and appreciation of visual arts.</b>		
Uses a variety of media and materials for exploration (e.g. paint, glue, three-dimensional materials, technology, etc.).	33. Explores the visual arts	CA
Uses a variety of art forms, elements and materials for representing people, places, and things in the environment.	33. Explores the visual arts	CA
Observes and responds to artwork produced by other individuals and/or cultures.	30. Shows basic understanding of people and how they live 33. Explores the visual arts	CA CA
<b>Benchmark 1.2: Develops skills in and appreciation of dance.</b>		
Explores various ways of moving with or without music.	34. Explores musical concepts and expression 35. Explores dance and movement concepts	CA CA
Performs simple patterns of dance while exploring with the element of beat.	35. Explores dance and movement concepts	CA
Describes movement after participating in or watching others perform games or songs.	35. Explores dance and movement concepts	CA
Responds to dance performance produced by other individuals and/or cultures.	34. Explores musical concepts and expression 35. Explores dance and movement concepts	CA CA
<b>Benchmark 1.3: Develops skills in and appreciation of music.</b>		
Explores various forms of musical expression through his/her senses.	34. Explores musical concepts and expression	CA
Uses finger-plays and/or songs to experiment with beat and time.	34. Explores musical concepts and expression	CA
Responds to musical performances produced by other individuals and/or cultures (e.g., concerts, CDs, tapes, videos, theatrical performances, etc.).	30. Shows basic understanding of people and how they live 34. Explores musical concepts and expression	CA CA
<b>Benchmark 1.4: Develops skills in and appreciation of drama.</b>		
Uses a variety of actions or sounds to explore drama.	36. Explores drama through actions and language	CA
Performs simple elements of drama (e.g. audience, actors, stage, etc.).	36. Explores drama through actions and language	CA
Attends and responds to drama performed by other individuals and/or cultures.	30. Shows basic understanding of people and how they live 36. Explores drama through actions and language	CA CA
<b>English/Language Arts</b>		
<b>English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process.</b>		
<b>Benchmark 1.1: Uses non-verbal communication for a variety of purposes.</b>		
Identifies or chooses object or person by pointing, physically touching	11d. Shows curiosity and motivation	CA



Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
or moving toward another.	4. Explores and investigates ways to make something happen	
Uses gestures and/or movements to initiate interactions or to get needs met.	9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate	CA
Uses symbols or pictures as representation for oral language.	14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas	CA
<b>Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes.</b>		
Initiates communication to have needs met	10a. Engages in conversations 6. Engages in conversations of at least three exchanges	CA
Responds meaningfully in conversations and discussions with peers and adults.	10a. Engages in conversations 6. Engages in conversations of at least three exchanges	CA
Asks many why, when, and where questions.	10a. Engages in conversations 6. Engages in conversations of at least three exchanges	CA
Uses words, signs, and/or symbols to effectively express feelings and thoughts, describe experiences, interact with others, and/or communicate needs	14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas	CA
Adjusts expressive techniques (pitch, intonation, pace) for a variety of purposes	10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders	CA
<b>Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar</b>		
Speaks clearly enough to be understood by most listeners.	9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words	WA
Uses simple sentences to express self, but may not always use correct grammar.	9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences	CA
Uses more complex sentences, but grammar is still sometimes incorrect.	9c. Uses conventional grammar 7. (emerging to 8. Uses long, complex sentences and follows most grammatical rules)	CA
Uses complex sentences with correct grammar.	9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules	WA
Develops increasingly abstract use of language.	9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules	CA



Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
English/Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes.		
Benchmark 2.1: Engages in active listening in a variety of situations.		
Attends to adult or peer who is speaking/signing.	8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories	CA
Follows simple directions.	8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and	CA
Gains information through listening experiences.	8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories	CA
Uses listening to interpret and apply meaning.	8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories	CA
<b>Benchmark 2.2: Observes to gain information and understanding.</b>		
Uses many senses to explore and interpret the environment.	11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas	CA
Makes comparisons through everyday experiences and play.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason	CA
Makes predictions concerning everyday experiences and play.	12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation	CA
Draws conclusions from everyday experiences and play.	12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation	CA
English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.		
Benchmark 3.1: Listens to and/or responds to reading materials with interest and enjoyment.		
Participates actively in story time.	18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult	CA
Chooses reading activities.	18a. Interacts during read-alouds and book conversations	CA

Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
Responds to reading activities with interest and enjoyment.	<p>6. Identifies story-related problems, events, and resolutions during conversations with an adult</p> <p>18a. Interacts during read-alouds and book conversations</p> <p>6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>	CA
<p><b>Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print.</b></p> <p>Handles books correctly, showing increasing skills in print directionality.</p> <p>Understands that print has meaning.</p>	<p>17a. Uses and appreciates books</p> <p>4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p> <p>17b. Uses print concepts</p> <p>4. Indicates where to start reading and the direction to follow</p> <p>17b. Uses print concepts</p> <p>2. Shows understanding that text is meaningful and can be read</p>	WA WA WA
<p><b>Benchmark 3.3: Demonstrates knowledge of the alphabet.</b></p> <p>Recognizes some letters of the alphabet.</p> <p>Recognizes some letters and words in print.</p>	<p>16a. Identifies and names letters</p> <p>2. Recognizes and names a few letters in own name</p> <p>17b. Uses print concepts</p> <p>6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p> <p>17b. Uses print concepts</p> <p>6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>	CA CA
<p>Identifies some known letters of the alphabet in familiar and unfamiliar words</p> <p><b>Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness.</b></p> <p>Recognizes rhyming words.</p> <p>Recognizes sounds that match.</p>	<p>15a. Notices and discriminates rhyme</p> <p>6. Decides whether two words rhyme</p> <p>15a. Notices and discriminates rhyme</p> <p>6. Decides whether two words rhyme</p> <p>15b. Notices and discriminates alliteration</p> <p>6. Matches beginning sounds of some words</p> <p>15a. Notices and discriminates rhyme</p> <p>4. Fills in the missing rhyming word; generates rhyming words spontaneously</p> <p>15c. Notices and discriminates smaller and smaller units of sound</p>	CA CA CA CA CA
<p>Discriminates separate syllables in words.</p>		CA

Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
Makes some letter-sound connections.	4. Hears and shows awareness of separate syllables in words	CA
Identifies some beginning sounds.	16b. Uses letter-sound knowledge 2. Identifies the sounds of a few letters	CA
<b>Benchmark 3.5: Draws meaning from pictures, print, and text.</b> Names features of a picture.	15b. Notices and discriminates alliteration 7. (emerging to 8. Isolates and identifies the beginning sound of a word)	CA
Uses illustrations to tell major events of a story.	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	CA
Understands that text has a specific meaning.	18c. Retells stories 4. Retells familiar stories, using pictures or props as prompts	WA
<b>Benchmark 3.6: Tells and retells a story.</b> Imitates act of reading in play.	17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read	CA
Acts out main events of a familiar story.	14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else	CA
Uses pictures and illustrations to tell and retell a story.	18c. Retells stories 4. Retells familiar stories, using pictures or props as prompts	WA
Uses prior experience to help make sense of stories.	18c. Retells stories 4. Retells familiar stories, using pictures or props as prompts	WA
Retells a story including many details and draws connections between story events.	12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation	CA
<b>English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.</b> <b>Benchmark 4.1: Understands that the purpose of writing is communication.</b>	18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters	WA
Understands that an oral message can be represented by written language.	17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation	CA
Understands there is a way to write that conveys meaning.	17b. Uses print concepts	CA

Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
Understands that once an oral message is written it reads the same way every time.	6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation	CA
<b>Benchmark 4.2: Produces marks, pictures, and symbols that represent print and ideas.</b> Labels pictures or produces simple texts using scribble writing.	19b. Writes to convey meaning 2. Controlled linear scribbles	WA
Labels pictures or produces simple texts using letter-like forms.	19b. Writes to convey meaning 3. Mock letters or letter-like forms	WA
Uses scribble writing or letter-like forms to represent words or ideas.	19b. Writes to convey meaning 3. Mock letters or letter-like forms	WA
Writes recognizable letters.	19b. Writes to convey meaning 4. Letter strings	WA
Writes familiar words.	19a. Writes name 6. Accurate name 19b. Writes to convey meaning 5. Early invented spelling	WA WA
<b>Benchmark 4.3: Explores the physical aspect of writing.</b> Uses tools for writing and drawing.		
Experiments with grasp when using a variety of writing tools.	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	CA
Adjusts body position when writing. Adjusts paper position when writing.	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	CA
Shows some evidence of directionality (top to bottom, left to right).	NA NA 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow	NA NA CA
<b>Health/Mental Wellness (Health Education)</b> <b>Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments.</b>		
<b>Benchmark 1.1: Demonstrates independent behavior.</b> Follows routines independently.	1b. Follows limits and expectations	WA

Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
Takes care of personal health/safety needs with adult support as needed.	6. Manages classroom rules, routines, and transitions with occasional reminders	CA
Identifies healthy food choices.	1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being	CA
Describes self using several basic characteristics (first and last name, gender, age, family, talents, skills, etc.).	29. Demonstrates knowledge about self	CA
Uses materials in a self-directed manner.	29. Demonstrates knowledge about self	CA
<b>Benchmark 1.2: Shows social cooperation.</b>	11a. Attends and engages	CA
Plays alongside rather than with other children.	6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions	CA
Plays in groups or pairs based on similar interest.	2c. Interacts with peers 2. Plays near other children; uses similar materials or actions	WA
Makes and maintains a friendship with at least one other child.	2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children	CA
Participates in everyday classroom activities, may need adult direction.	2d. Makes friends 4. Plays with one or two preferred playmates	WA
Works in small group situations with teacher support.	11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments	CA
Manages transitions.	3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors	CA
Connects consequences to a specific behavior but may not understand why the behavior warrants the consequence.	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders	WA
Accepts the consequences of one's own actions.	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders	CA
Can identify feelings, likes and dislikes, but may not be able to explain why	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders	CA
Communicates emotions to peers in an appropriate manner.	29. Demonstrates knowledge about self	CA
	1a. Manages feelings	CA

Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
<b>Benchmark 1.3: Applies social problem solving skills.</b>	6. Is able to look at a situation differently or delay gratification	
Uses simple strategies to appropriately solve problems by self and within a group.	3b. Solves social problems 6. Suggests solutions to social problems	CA
Uses multiple strategies to solve problems.	3b. Solves social problems 6. Suggests solutions to social problems	CA
Provides simple but acceptable reasons for ideas in solving problems.	3b. Solves social problems 6. Suggests solutions to social problems	WA
Asks for help from other sources when solving social and/or cognitive problems.	3b. Solves social problems 4. Seeks adult help to resolve social problems 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it	WA CA
<b>Benchmark 1.4: Shows a sense of purpose (future-hopefulness)</b>		
Accepts setbacks without giving up.	11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks	CA
Attends to task.	11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions	WA
Sets short term goals.	11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks	CA
Projects self into the future.	29. Demonstrates knowledge about self	CA
Demonstrates self-confidence through interactions.	1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs	CA
<b>Mathematics</b>		
<b>Math Standard 1: Demonstrates general skills and uses concepts of mathematics.</b>		
<b>Benchmark 1.1: Demonstrates an understanding of numbers and counting.</b>		
Imitates rote counting using the names of the numbers.	20a. Counts 2. Verbally counts (not always in the correct order)	CA
Counts in sequence to 5 and beyond.	20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object	WA
Arranges sets of objects in one-to-one correspondence.	20a. Counts	WA



Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
Understands that a single object is always “one” regardless of size, shape, other attributes	4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object	CA
Counts concrete objects to 5 and beyond.	20b. Quantifies 2. Demonstrates understanding of the concepts of <i>one</i> , <i>two</i> , and <i>more</i>	CA
Uses math language to express quantity in everyday experiences.	20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object	WA
Compares concrete quantities to determine which has more.	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	CA
Recognizes that a set of objects remains the same amount if physically rearranged.	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	CA
Realizes that the last number counted is the total amount of objects	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	CA
Recognizes some numerals and associates number concepts with print materials in a meaningful way.	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	WA
Names and writes some numerals.	20c. Connects numerals with their quantities 4. Identifies numerals to 5 by name and connects each to counted objects	CA
<b>Benchmark 1.2: Recognizes and describes shapes and spatial relationships.</b>	20c. Connects numerals with their quantities 4. Identifies numerals to 5 by name and connects each to counted objects	CA
Recognizes some basic shapes.	21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)	CA
Creates and duplicates 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	CA



Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
Completes simple puzzles.	orientation 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	CA
Identifies shapes.	21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)	WA
Recognizes parts of a whole.	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	CA
Recognizes the position of objects.	21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance	CA
Uses words that indicate directionality, order and position of objects.	21a. Understands spatial relationships 4. Follows simple directions related to proximity ( <i>beside, between, next to</i> )	WA
<b>Benchmark 1.3: Uses the attributes of objects for comparison and patterning.</b>		
Matches objects.	13. Uses classification skills 2. Matches similar objects	WA
Sorts objects by one or more attributes.	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	CA
Describes objects by one or more attributes.	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	CA
Recognizes, duplicates, and extends simple patterns.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns	CA
Creates original patterns.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns	CA
<b>Benchmark 1.4: Use nonstandard and/or standard units to measure and describe.</b>		
Compares and orders by size.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to	WA

Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
Uses tools to explore measuring.	size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers	
Explores, compares, and describes length, weight or volume using nonstandard units.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools	CA
Explores, compares, and describes length, weight, or volume using standard units.	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	CA
Shows awareness of simple time concepts.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools	CA
Categorizes and sequences time intervals and uses language associated with time in everyday situations.	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	CA
<b>Physical Development (Physical Education)</b>		
<b>Physical Education Standard 1: Demonstrates basic gross and fine motor development.</b>		
<b>Benchmark 1.1: Performs a variety of locomotor skills with control and balance.</b>		
Demonstrates body spatial awareness in relationship to stationary objects.	6. Demonstrates gross-motor manipulative skills	CA
Walks with skill.	6. Manipulates balls or similar objects with flexible body movements	CA
Runs with skill.	4. Demonstrates traveling skills 8. Contributes complex movements in play and games	CA
Climbs, jumps, and/or hops with increased coordination, balance, and control.	4. Demonstrates traveling skills 8. Contributes complex movements in play and games	CA
	4. Demonstrates traveling skills 8. Contributes complex movements in play and games	CA
	5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences	CA

Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
Experiments with galloping and skipping.	<ul style="list-style-type: none"> <li>4. Demonstrates traveling skills</li> <li>8. Contributes complex movements in play and games</li> <li>5. Demonstrates balancing skills</li> <li>8. Sustains balance during complex movement experiences</li> </ul>	CA CA
Uses quick stops or changes in direction to avoid contact with moving objects or other people.	<ul style="list-style-type: none"> <li>4. Demonstrates traveling skills</li> <li>8. Contributes complex movements in play and games</li> <li>5. Demonstrates balancing skills</li> <li>8. Sustains balance during complex movement experiences</li> </ul>	CA CA
<b>Benchmark 1.2: Performs a variety of non-locomotor skills with control and balance.</b>		
Executes movements that require a stable base.	<ul style="list-style-type: none"> <li>5. Demonstrates balancing skills</li> <li>8. Sustains balance during complex movement experiences</li> </ul>	CA
Pushes, pulls, twists, turns, curls, balances and/or stretches with increased coordination and control.	<ul style="list-style-type: none"> <li>5. Demonstrates balancing skills</li> <li>8. Sustains balance during complex movement experiences</li> </ul>	CA
<b>Benchmark 1.3: Combines a sequence of several motor skills with control and balance.</b>		
Walks up and down stairs with alternating steps.	<ul style="list-style-type: none"> <li>4. Demonstrates traveling skills</li> <li>8. Contributes complex movements in play and games</li> <li>5. Demonstrates balancing skills</li> <li>8. Sustains balance during complex movement experiences</li> </ul>	CA CA
Explores a variety of movements.	<ul style="list-style-type: none"> <li>4. Demonstrates traveling skills</li> <li>8. Contributes complex movements in play and games</li> <li>5. Demonstrates balancing skills</li> <li>8. Sustains balance during complex movement experiences</li> </ul>	CA CA
<b>Benchmark 1.4: Performs fine motor tasks using eye-hand coordination.</b>		
Explores and manipulates objects in a variety of ways.	<ul style="list-style-type: none"> <li>7a. Uses fingers and hands</li> <li>6. Uses refined wrist and finger movements</li> </ul>	CA
Uses tools appropriately.	<ul style="list-style-type: none"> <li>7b. Uses writing and drawing tools</li> <li>6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</li> </ul>	CA
Exhibits increasing strength and control.	<ul style="list-style-type: none"> <li>7a. Uses fingers and hands</li> <li>6. Uses refined wrist and finger movements</li> </ul>	CA
Performs tasks using more refined and dexterous motions.	<ul style="list-style-type: none"> <li>7a. Uses fingers and hands</li> <li>6. Uses refined wrist and finger movements</li> </ul>	CA

Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
Science		
Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity).		
Benchmark 1.1: Explores features of environment through manipulation.		
Uses all five senses to examine objects with attention to detail.	25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials	CA CA
Describes objects in the environment using properties of objects.	25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of Earth's environment	CA CA CA
Describes objects in terms of similarities or differences.	25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of Earth's environment	CA CA CA
<b>Benchmark 1.2: Investigates simple scientific concepts.</b>		
Asks simple scientific questions.	24. Uses scientific inquiry skills	CA
Observes and/or manipulates objects and events to answer simple scientific questions.	24. Uses scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials	CA CA CA
Identifies objects that influence or affect other objects.	24. Uses scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials	CA CA CA
<b>Benchmark 1.3: Uses a variety of tools to explore the environment.</b>		
Uses non-standard tools to explore the environment.	28. Uses tools and other technology to perform tasks	CA
Uses standard tools to explore the environment.	28. Uses tools and other technology to perform tasks	CA
<b>Benchmark 1.4: Collects, describes, and/or records information through a variety of means.</b>		
Collects items with similar properties.	24. Uses scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things	CA CA

Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
Describes objects in terms of its properties.	26. Demonstrates knowledge of the physical properties of objects and materials	CA
Records information through a variety of means such as graphing, tallying, drawing, writing, photographing, etc.	24. Uses scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials	CA CA CA
<b>Benchmark 1.5: Makes and verifies predictions based on past experiences.</b>	24. Uses scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials	CA CA CA
Asks questions and/or uses other resources to confirm observations.		
Makes reasonable explanations using resources, experiments, etc. independently.	24. Uses scientific inquiry skills	CA
Draws conclusions based on proved/disproved prediction.	24. Uses scientific inquiry skills	CA
<b>Social Studies</b>		
<b>Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives.</b>		
<b>Benchmark 1.1: Differentiates between events that happen in the past, present, and future.</b>		
Recognizes the beginning and end of an event.	31. Explores change related to familiar people or places	CA
Recalls information about the immediate past.	31. Explores change related to familiar people or places	CA
Develops awareness that events occurred before the child's birth.	31. Explores change related to familiar people or places	CA
Explores changes over time in environment by comparing pictures and hearing stories about the way something or someone looked in the past compared to now.	31. Explores change related to familiar people or places	CA
Describes or represents a limited series of events in the correct sequence	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	CA
Experiments with general terms related to the elements of time.	31. Explores change related to familiar people or places	CA
Makes predictions about what may occur.	31. Explores change related to familiar people or places	CA
<b>Benchmark 1.2: Uses environmental clues and tools to understand</b>		

Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
<b>surroundings.</b>		
Distinguishes through demonstration and/or description characteristics of the physical environment.	32. Demonstrates simple geographic knowledge	CA
Distinguishes different environments by the people or signs that are a part of that environment	32. Demonstrates simple geographic knowledge	CA
Recognizes and uses a variety of objects and materials that represent the environment.	32. Demonstrates simple geographic knowledge	CA
Shows interest in investigating geography through the use of maps, globes, charts, compasses, etc.	32. Demonstrates simple geographic knowledge	CA
<b>Benchmark 1.3: Shows an awareness of fundamental economic concepts.</b>		
Recognizes the relationship between supply and demand.	30. Shows basic understanding of people and how they live	CA
Recognizes and uses objects for barter or trade.	30. Shows basic understanding of people and how they live	CA
Recognizes the use of money as a means of exchange.	30. Shows basic understanding of people and how they live	CA
<b>Benchmark 1.4: Recognizes and/or follows rules within the home, school, and community.</b>		
Identifies examples of authority.	30. Shows basic understanding of people and how they live	CA
Follows routines with little supervision.	1b. Follows limits and expectations	CA
	6. Manages classroom rules, routines, and transitions with occasional reminders	
Recognizes there are different rules for different places.	30. Shows basic understanding of people and how they live	CA
Understands there are consequences for actions.	30. Shows basic understanding of people and how they live	CA
Follows rules applicable to the situation with little supervision.	30. Shows basic understanding of people and how they live	CA
<b>Benchmark 1.5: Demonstrates understanding of the roles and relationships within his/her family and/or community.</b>		
Recognizes the roles within his/her home.	29. Demonstrates knowledge about self	CA
Knows place in family structure.	29. Demonstrates knowledge about self	CA
Uses familiar relationships to make sense of the world.	29. Demonstrates knowledge about self	CA
<b>Benchmark 1.6 knows that diversity exists in the world.</b>		
Describes self and/or compares own descriptions with others' descriptions.	30. Shows basic understanding of people and how they live	CA
Identifies and recognizes gender.	30. Shows basic understanding of people and how they live	CA
Recognizes that people differ in language, dress, food, etc.	30. Shows basic understanding of people and how they live	CA
Recognizes and identifies differences in personal characteristics and	30. Shows basic understanding of people and how they live	CA

Building a Strong Foundation for School Success Domains, Standards and Foundations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
family makeup.		
Recognizes that different people have different roles and jobs in the community.	30. Shows basic understanding of people and how they live	CA
Recognizes and accepts similarities and differences.	30. Shows basic understanding of people and how they live	CA