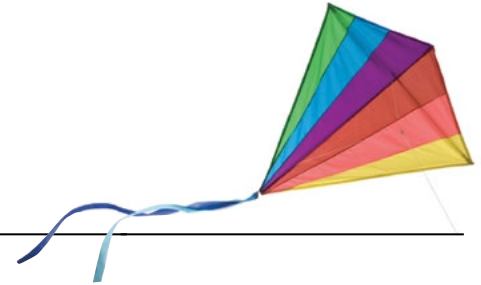




Alignment of



GOLD®

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



WITH

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

aligned to

Kansas Early Learning Standards

Ages 3-5, adopted 2013

STANDARD	KS.ATL.p3.	APPROACHES TO LEARNING – Pre 3: “p3” (By 48 months)
BENCHMARK		PERSISTENCE AND ENGAGEMENT IN LEARNING: Engagement and Attention
INDICATOR / PROFICIENCY LEVEL	ATL.p3.1:	<p>Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
INDICATOR / PROFICIENCY LEVEL	ATL.p3.2:	<p>Ignores distractions briefly when engrossed in an activity.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
INDICATOR / PROFICIENCY LEVEL	ATL.p3.3:	<p>Remembers and follows one or two step directions.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.5 Emerging to 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences</p>
STANDARD	KS.ATL.p3.	APPROACHES TO LEARNING – Pre 3: “p3” (By 48 months)
BENCHMARK		PERSISTENCE AND ENGAGEMENT IN LEARNING: Persistence
INDICATOR / PROFICIENCY LEVEL	ATL.p3.4:	<p>Practices an activity many times until successful.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful</p>
STANDARD	KS.ATL.p3.	APPROACHES TO LEARNING – Pre 3: “p3” (By 48 months)
BENCHMARK		INITIATIVE: Curiosity and Initiative

INDICATOR / PROFICIENCY LEVEL	ATL.p3.5:	Investigates environment with purpose during play (e.g., opens, closes, fills, empties, builds up and knocks down objects and containers). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
INDICATOR / PROFICIENCY LEVEL	ATL.p3.6:	Initiates play with other children. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
INDICATOR / PROFICIENCY LEVEL	ATL.p3.7:	Explores, practices, understands social roles through play. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
STANDARD	KS.ATL.p3.	APPROACHES TO LEARNING – Pre 3: “p3” (By 48 months)
BENCHMARK		INITIATIVE: Sense of Competence
INDICATOR / PROFICIENCY LEVEL	ATL.p3.8:	Recognizes own abilities and expresses satisfaction when demonstrating them to others. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR / PROFICIENCY LEVEL	ATL.p3.9:	Knows self as part of family, culture, spiritual group or community. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR / PROFICIENCY LEVEL	ATL.p3.10:	Begins to be able to release and or redirect emotional tensions, becoming more relaxed and cooperative afterwards. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
STANDARD	KS.ATL.p3.	APPROACHES TO LEARNING – Pre 3: “p3” (By 48 months)
BENCHMARK		CREATIVITY: Problem Solving

INDICATOR / PROFICIENCY LEVEL	ATL.p3.11:	Identifies a problem and attempts multiple ways to solve it, including working with others as part of a team, with some adult assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
INDICATOR / PROFICIENCY LEVEL	ATL.p3.12:	Recognizes making a mistake and sometimes is able to correct it. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
INDICATOR / PROFICIENCY LEVEL	ATL.p3.13:	Remembers and applies two rules simultaneously (e.g., books go here, trucks there). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
STANDARD	KS.ATL.p3.	APPROACHES TO LEARNING – Pre 3: “p3” (By 48 months)
BENCHMARK		CREATIVITY: Creativity and Flexibility
INDICATOR / PROFICIENCY LEVEL	ATL.p3.14:	Creates own ideas for play, using imagination and inventing new ways to use everyday materials. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
INDICATOR / PROFICIENCY LEVEL	ATL.p3.15:	Identifies questions and situations that are puzzling or interesting and has ideas for possible solutions. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
INDICATOR / PROFICIENCY LEVEL	ATL.p3.16:	Identifies ways to change behavior to respond to desires and needs of others. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Takes turns
STANDARD	KS.PHD.p3.	PHYSICAL DEVELOPMENT – Pre 3: “p3” (By 48 months)
BENCHMARK		LARGE MOTOR SKILLS

INDICATOR / PROFICIENCY LEVEL	PHD.p3.1:	<p>Uses locomotor skills with increasing coordination and balance (e.g., runs with a stride, jumps, kicks a ball, and uses alternating feet when climbing stairs).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.6 Sustains balance during simple movement experiences</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.6 Manipulates balls or similar objects with flexible body movements</p>
STANDARD	KS.PHD.p3.	PHYSICAL DEVELOPMENT – Pre 3: “p3” (By 48 months)
BENCHMARK		FINE MOTOR SKILLS
INDICATOR / PROFICIENCY LEVEL	PHD.p3.2:	<p>Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities (e.g., uses fork and spoon to eat, manages large buttons, and uses scissors to cut out simple shapes).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
STANDARD	KS.PHD.p3.	PHYSICAL DEVELOPMENT – Pre 3: “p3” (By 48 months)
BENCHMARK		PHYSICAL FITNESS
INDICATOR / PROFICIENCY LEVEL	PHD.p3.3:	<p>Participates in active play exhibiting strength and stamina.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.6 Sustains balance during simple movement experiences</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.6 Manipulates balls or similar objects with flexible body movements</p>
STANDARD	KS.PHD.p3.	PHYSICAL DEVELOPMENT – Pre 3: “p3” (By 48 months)
BENCHMARK		NUTRITION / HEALTHY EATING
INDICATOR / PROFICIENCY LEVEL	PHD.p3.4:	<p>Eats a variety of foods.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>

INDICATOR / PROFICIENCY LEVEL	PHD.p3.5:	Drinks from a cup without spilling and takes bites from whole foods. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD	KS.PHD.p3.	PHYSICAL DEVELOPMENT – Pre 3: “p3” (By 48 months)
BENCHMARK		PERSONAL HYGIENE
INDICATOR / PROFICIENCY LEVEL	PHD.p3.6:	Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing) with occasional reminders. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR / PROFICIENCY LEVEL	PHD.p3.7:	Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD	KS.PHD.p3.	PHYSICAL DEVELOPMENT – Pre 3: “p3” (By 48 months)
BENCHMARK		SAFETY
INDICATOR / PROFICIENCY LEVEL	PHD.p3.8:	Knows common safety rules that have been discussed or taught. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR / PROFICIENCY LEVEL	PHD.p3.9:	Alerts adults to potentially harmful situations. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD	KS.SED.p3.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 3: “p3” (By 48 months)
BENCHMARK	SED.CD.	CHARACTER DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		FOUNDATIONS OF CHARACTER DEVELOPMENT: Develop, implement, promote and model core ethical and performance principles.

INDICATOR	SED.CD.p3.1:	<p>Responds to positive and negative feedback from familiar adults.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.4 Accepts redirection from adults</p>
STANDARD	KS.SED.p3.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 3: “p3” (By 48 months)
BENCHMARK	SED.CD.	CHARACTER DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		FOUNDATIONS OF CHARACTER DEVELOPMENT: Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff and the community.
INDICATOR	SED.CD.p3.2:	<p>Becomes increasingly aware of effects of own behavior on others.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p>
STANDARD	KS.SED.p3.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 3: “p3” (By 48 months)
BENCHMARK	SED.CD.	CHARACTER DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		FOUNDATIONS OF CHARACTER DEVELOPMENT: Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture.
INDICATOR	SED.CD.p3.3:	<p>Shows awareness of feelings of others with adult guidance and support.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately</p>
STANDARD	KS.SED.p3.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 3: “p3” (By 48 months)
BENCHMARK	SED.CD.	CHARACTER DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		FOUNDATIONS OF CHARACTER DEVELOPMENT: Create a caring community by taking steps to prevent peer cruelty and violence and dealing with it effectively when it occurs whether digitally, verbally, physically and/or relationally.
INDICATOR	SED.CD.p3.4:	<p>Expresses interests, acceptance, and affection for others.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships d. Makes friends <p>Objective 2d.4 Plays with one or two preferred playmates</p>
STANDARD	KS.SED.p3.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 3: “p3” (By 48 months)
BENCHMARK	SED.R.	RESPONSIBLE DECISION MAKING AND PROBLEM SOLVING
INDICATOR / PROFICIENCY LEVEL		Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities and short-term and long-term goals.

INDICATOR	SED.R.p3.1:	<p>Begin to understand consequences of own actions with adult support.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification</p>
STANDARD	KS.SED.p3.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 3: “p3” (By 48 months)
BENCHMARK	SED.R.	RESPONSIBLE DECISION MAKING AND PROBLEM SOLVING
INDICATOR / PROFICIENCY LEVEL		Organize personal time and managing personal responsibilities effectively.
INDICATOR	SED.R.p3.2:	<p>Follows predictable classroom routines and manages transitions positively most of the time when supported by an adult.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
STANDARD	KS.SED.p3.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 3: “p3” (By 48 months)
BENCHMARK	SED.R.	RESPONSIBLE DECISION MAKING AND PROBLEM SOLVING
INDICATOR / PROFICIENCY LEVEL		Play a developmentally appropriate role in classroom management and school governance.
INDICATOR	SED.R.p3.3:	<p>Demonstrates confidence by participating in familiar classroom routines.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
INDICATOR	SED.R.p3.4:	<p>Interacts with familiar adults with varying degrees of comfort.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.6 Manages separations without distress and engages with trusted adults</p>
INDICATOR	SED.R.p3.5:	<p>Begins to work with others as part of a team, makes decisions with other children, with adult assistance.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.4 Takes turns</p>
STANDARD	KS.SED.p3.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 3: “p3” (By 48 months)
BENCHMARK	SED.R.	RESPONSIBLE DECISION MAKING AND PROBLEM SOLVING
INDICATOR / PROFICIENCY LEVEL		Develop, implement and model effective problem solving skills.




INDICATOR	SED.R.p3.6:	<p>Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with support from an adult.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification</p>
INDICATOR	SED.R.p3.7:	<p>Uses simple conflict resolution techniques (e.g., seeks adult assistance, asks for a turn or finds something else to play with) with adult modeling and facilitation.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems <p>Objective 3b.5 Emerging to 3b.6 Suggest solutions to social problems</p>
STANDARD	KS.SED.p3.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 3: “p3” (By 48 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-AWARENESS: Understand and analyze thoughts and emotions.
INDICATOR	SED.PD.p3.1:	<p>Recognizes and identifies own emotions and starts to recognize and identify the emotions of others, with adult support.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately</p>
INDICATOR	SED.PD.p3.2:	<p>Begins to express and respond to a range of emotions in socially acceptable ways.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately</p>
STANDARD	KS.SED.p3.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 3: “p3” (By 48 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-AWARENESS: Identify and assess personal qualities and external supports.
INDICATOR	SED.PD.p3.3:	<p>Describes self by using several basic characteristics.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 29 Demonstrates knowledge about self
INDICATOR	SED.PD.p3.4:	<p>States basic personal information (e.g., name and age).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 29 Demonstrates knowledge about self



INDICATOR	SED.PD.p3.5:	Displays awareness of own thoughts and feelings. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
STANDARD	KS.SED.p3.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 3: “p3” (By 48 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-MANAGEMENT: Understand and practice strategies for managing thoughts and behaviors.
INDICATOR	SED.PD.p3.6:	Makes known personal needs and desires. <u>Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	SED.PD.p3.7:	Begins to be able to release and/or redirect emotional tensions, with adult help, becoming more relaxed and cooperative afterwards. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification
STANDARD	KS.SED.p3.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 3: “p3” (By 48 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-MANAGEMENT: Reflect on perspectives and emotional responses.
INDICATOR	SED.PD.p3.8:	Recognizes own positive and negative feelings when an adult labels them. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately
STANDARD	KS.SED.p3.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 3: “p3” (By 48 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-MANAGEMENT: Set, monitor, adapt and evaluate goals to achieve success in school and life.

INDICATOR	SED.PD.p3.9:	<p>Completes own goal directed activity and recognizes accomplishments while learning rules and values of family and culture.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
STANDARD	KS.SED.p3.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 3: “p3” (By 48 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SOCIAL AWARENESS: Demonstrate awareness of the thoughts, feelings and perspective of others.
INDICATOR	SED.SD.p3.1:	<p>Expresses concern for the needs of others and people in distress.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.4 Demonstrates concern about the feelings of others</p>
INDICATOR	SED.SD.p3.2:	<p>Describes situations which can elicit various emotions (e.g., tells a story that is supposed to make listener sad).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.4 Demonstrates concern about the feelings of others</p>
STANDARD	KS.SED.p3.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 3: “p3” (By 48 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SOCIAL AWARENESS: Demonstrate awareness of cultural issues and a respect for human dignity and differences.
INDICATOR	SED.SD.p3.3:	<p>Compares own characteristics with those of others.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 29 Demonstrates knowledge about self
STANDARD	KS.SED.p3.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 3: “p3” (By 48 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		INTERPERSONAL SKILLS: Demonstrate communication and social skills to interact effectively.

INDICATOR	SED.SD.p3.4:	Follows rules and simple directions (1-2 steps). <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.5 Emerging to 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences
INDICATOR	SED.SD.p3.5:	Begins to display socially competent behavior with peers (e.g., helping, sharing and taking turns). <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Take turns
INDICATOR	SED.SD.p3.6:	Begins to participate in conversational turn taking. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders
STANDARD	KS.SED.p3.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 3: “p3” (By 48 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		INTERPERSONAL SKILLS: Develop and maintain positive relationships.
INDICATOR	SED.SD.p3.7:	Shows interest in having a friend. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.4 Plays with one or two preferred playmates
STANDARD	KS.SED.p3.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 3: “p3” (By 48 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		INTERPERSONAL SKILLS: Demonstrate an ability to prevent, manage and resolve interpersonal conflicts.
INDICATOR	SED.SD.p3.8:	Begins to resolve conflicts with peers, given adult assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.4 Seeks adult help to resolve social problems
STANDARD	KS.CL.p3.	COMMUNICATIONS AND LITERACY – Pre 3: “p3” (By 48 months)
BENCHMARK	CL.L.	LITERATURE
 Teaching Strategies® CY LEVEL		Key Ideas and Details

INDICATOR	CL.L.p3.1:	With prompting and support, asks and answers simple questions about the story content. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
INDICATOR	CL.L.p3.2:	Uses pictures and illustrations to tell and retell parts of a story. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts
STANDARD	KS.CL.p3.	COMMUNICATIONS AND LITERACY – Pre 3: “p3” (By 48 months)
BENCHMARK	CL.L.	LITERATURE
INDICATOR / PROFICIENCY LEVEL		Craft and Structure
INDICATOR	CL.L.p3.3:	Asks and answers questions about unknown words/pictures in a book. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
INDICATOR	CL.L.p3.4:	Interacts with a variety of common types of texts (e.g., storybooks, poems, songs). <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
INDICATOR	CL.L.p3.5:	Understands that books have both illustrations and print. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
STANDARD	KS.CL.p3.	COMMUNICATIONS AND LITERACY – Pre 3: “p3” (By 48 months)
BENCHMARK	CL.L.	LITERATURE
INDICATOR / PROFICIENCY LEVEL		Integration of Knowledge and Ideas

INDICATOR	CL.L.p3.6:	With prompting and support, makes connections between self, illustrations and the story when taking a “picture walk” of the book. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
INDICATOR	CL.L.p3.7:	With prompting and support compares and contrasts the adventures and experiences of the characters to self (e.g., “I have a red cape just like GOLD® ilocks!”). <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
STANDARD	KS.CL.p3.	COMMUNICATIONS AND LITERACY – Pre 3: “p3” (By 48 months)
BENCHMARK	CL.L.	LITERATURE
INDICATOR / PROFICIENCY LEVEL		Range of Reading and Level of Text Complexity
INDICATOR	CL.L.p3.8:	Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, giggles when hears something funny read in the story). <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
STANDARD	KS.CL.p3.	COMMUNICATIONS AND LITERACY – Pre 3: “p3” (By 48 months)
BENCHMARK	CL.IT.	INFORMATIONAL TEXT (NON-FICTION)
INDICATOR / PROFICIENCY LEVEL		Key Ideas and Details
INDICATOR	CL.IT.p3.1:	With prompting and support, asks and answers simple questions about the text. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
INDICATOR	CL.IT.p3.2:	Retells some details of the text using pictures or props as a support. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts
STANDARD	KS.CL.p3.	COMMUNICATIONS AND LITERACY – Pre 3: “p3” (By 48 months)



BENCHMARK	CL.IT.	INFORMATIONAL TEXT (NON-FICTION)
INDICATOR / PROFICIENCY LEVEL		Craft and Structure
INDICATOR	CL.IT.p3.3:	<p>Exhibits curiosity and interest in learning new vocabulary.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
INDICATOR	CL.IT.p3.4:	<p>Identifies the front and back cover of a book.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.5 Emerging to 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
INDICATOR	CL.IT.p3.5:	<p>Understands that books have both illustrations and print.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.2 Shows understanding that text is meaningful and can be read</p>
STANDARD	KS.CL.p3.	COMMUNICATIONS AND LITERACY – Pre 3: “p3” (By 48 months)
BENCHMARK	CL.IT.	INFORMATIONAL TEXT (NON-FICTION)
INDICATOR / PROFICIENCY LEVEL		Integration of Knowledge and Ideas
INDICATOR	CL.IT.p3.6:	<p>With prompting and support, engages in a picture walk to make connections between self, illustrations and the information presented.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
INDICATOR	CL.IT.p3.7:	<p>Answers simple “wh” questions about the topic presented in the text (e.g., what, where, when, why).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>

INDICATOR	CL.IT.p3.8:	With prompting and support identifies similarities between two texts on the same topic (e.g., in illustrations, descriptions or procedures). <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
STANDARD	KS.CL.p3.	COMMUNICATIONS AND LITERACY – Pre 3: “p3” (By 48 months)
BENCHMARK	CL.IT.	INFORMATIONAL TEXT (NON-FICTION)
INDICATOR / PROFICIENCY LEVEL		Range of Reading and Level of Text Complexity
INDICATOR	CL.IT.p3.9:	Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, says “I have a car like that” or responds when appropriate to text, with a comment about “my house”). <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
STANDARD	KS.CL.p3.	COMMUNICATIONS AND LITERACY – Pre 3: “p3” (By 48 months)
BENCHMARK	CL.F.	FOUNDATIONAL SKILLS
INDICATOR / PROFICIENCY LEVEL		Print Concepts
INDICATOR	CL.F.p3.1:	Demonstrates understanding of the organization and basic features of print.
INDICATOR	CL.F.p3.1a:	Demonstrates an understanding of how print is read (i.e., left to right, top to bottom, front to back). <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.4 Indicates where to start reading and the direction to follow
INDICATOR	CL.F.p3.1b:	Demonstrates an understanding that print conveys meaning (i.e., environmental print). <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
INDICATOR	CL.F.p3.1c:	Recognizes letters in their name. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name



STANDARD	KS.CL.p3.	COMMUNICATIONS AND LITERACY – Pre 3: “p3” (By 48 months)
BENCHMARK	CL.F.	FOUNDATIONAL SKILLS
INDICATOR / PROFICIENCY LEVEL		Phonological Awareness
INDICATOR	CL.F.p3.2:	Plays with the sounds of language.
INDICATOR	CL.F.p3.2a:	Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes). No Correlations
INDICATOR	CL.F.p3.2b:	Distinguishes whether two words rhyme or not. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds
INDICATOR	CL.F.p3.2c:	Blends compound words and syllables in spoken words (e.g., base+ball= baseball; /d+ad= dad). <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.4 Shows awareness of separate syllables in words
INDICATOR	CL.F.p3.2d:	Identifies two words that start with the same sound (e.g., ball and bat both start with the /b/ sound). <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.4 Shows awareness that some words begin the same way
STANDARD	KS.CL.p3.	COMMUNICATIONS AND LITERACY – Pre 3: “p3” (By 48 months)
BENCHMARK	CL.F.	FOUNDATIONAL SKILLS
INDICATOR / PROFICIENCY LEVEL		Phonics and Word Recognition
INDICATOR	CL.F.p3.3:	Knows and applies age-appropriate word analysis skills.
INDICATOR	CL.F.p3.3a:	Begins to identify own name in print. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name



INDICATOR	CL.F.p3.3b:	<p>Begins to recognize and “read” familiar words or environmental print.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills <p>Objective 18b.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</p>
STANDARD	KS.CL.p3.	COMMUNICATIONS AND LITERACY – Pre 3: “p3” (By 48 months)
BENCHMARK	CL.F.	FOUNDATIONAL SKILLS
INDICATOR / PROFICIENCY LEVEL		Fluency
INDICATOR	CL.F.p3.4:	<p>Displays emergent reading behaviors with purpose and understanding using a familiar book (e.g., pretend reading).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills <p>Objective 18b.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</p>
STANDARD	KS.CL.p3.	COMMUNICATIONS AND LITERACY – Pre 3: “p3” (By 48 months)
BENCHMARK	CL.W.	WRITING
INDICATOR / PROFICIENCY LEVEL		Text Types and Purposes
INDICATOR	CL.W.p3.1:	<p>Uses drawing, scribbling, letter like forms, random letter strings and/or dictation to express thought and ideas.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message</p>
STANDARD	KS.CL.p3.	COMMUNICATIONS AND LITERACY – Pre 3: “p3” (By 48 months)
BENCHMARK	CL.W.	WRITING
INDICATOR / PROFICIENCY LEVEL		Production and Distribution of Writing
INDICATOR	CL.W.p3.2:	<p>Uses consistent marks to represent name when writing.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills a. Writes name <p>Objective 19a.6 Writes mock letters or letter-like forms</p>
INDICATOR	CL.W.p3.3:	<p>With guidance and support, imitates shapes and strokes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.5 Emerging to 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message</p>



INDICATOR	CL.W.p3.4:	With guidance and support, explores a variety of digital tools to express ideas (e.g., asks for help searching the internet for pictures of animals to illustrate a book “My Favorite Animals”). <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
STANDARD	KS.CL.p3.	COMMUNICATIONS AND LITERACY – Pre 3: “p3” (By 48 months)
BENCHMARK	CL.W.	WRITING
INDICATOR / PROFICIENCY LEVEL		Research to Build and Present Knowledge
INDICATOR	CL.W.p3.5:	Participates in shared writing projects (e.g., contributes to class chart about a topic of interest). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
INDICATOR	CL.W.p3.6:	With guidance and support from adults, collaborates with peers to recall information from experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.5 Emerging to 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view
STANDARD	KS.CL.p3.	COMMUNICATIONS AND LITERACY – Pre 3: “p3” (By 48 months)
BENCHMARK	CL.SL.	SPEAKING AND LISTENING
INDICATOR / PROFICIENCY LEVEL		Comprehension and Collaboration
INDICATOR	CL.SL.p3.1:	Participates in collaborative conversations with diverse partners about preschool topics with peers and adults in small groups.
INDICATOR	CL.SL.p3.1a:	Beginning to follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topic under discussion). <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders
INDICATOR	CL.SL.p3.1b:	Continues a conversation through three or more exchanges. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.6 Engages in conversations of at least three exchanges

STANDARD	KS.CL.p3.	COMMUNICATIONS AND LITERACY – Pre 3: “p3” (By 48 months)
BENCHMARK	CL.SL.	SPEAKING AND LISTENING
INDICATOR / PROFICIENCY LEVEL		Comprehension and Collaboration
INDICATOR	CL.SL.p3.2:	<p>Confirms understanding of information presented orally or through other media by answering simple (e.g., what, where, who) questions and asking questions if something is not understood.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
STANDARD	KS.CL.p3.	COMMUNICATIONS AND LITERACY – Pre 3: “p3” (By 48 months)
BENCHMARK	CL.SL.	SPEAKING AND LISTENING
INDICATOR / PROFICIENCY LEVEL		Presentation of Knowledge and Ideas
INDICATOR	CL.SL.p3.3:	<p>Uses some basic qualitative (e.g., wet/dry, hot/cold) and quantitative (e.g., more/less, empty/full) concepts to describe familiar people, places, things and events.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects</p>
INDICATOR	CL.SL.p3.4:	<p>Able to describe objects and actions depicted in pictures.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items</p>
INDICATOR	CL.SL.p3.5:	<p>Speaks so that unfamiliar listeners are usually able to understand ideas, feelings and needs.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words</p>
STANDARD	KS.CL.p3.	COMMUNICATIONS AND LITERACY – Pre 3: “p3” (By 48 months)
BENCHMARK	CL.LS.	LANGUAGE STANDARDS
INDICATOR / PROFICIENCY LEVEL		Conventions of Standard English
INDICATOR	CL.LS.p3.1:	Demonstrates emerging understanding of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	CL.LS.p3.1a:	<p>Begins to make letter like forms and print some letters (e.g., letters in their name).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills a. Writes name <p>Objective 19a.7 Emerging to 19a.8 Writes letter strings</p>
INDICATOR	CL.LS.p3.1b:	<p>Uses frequently occurring nouns and verbs when speaking.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
INDICATOR	CL.LS.p3.1c:	<p>Beginning to form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.6 Uses complete, four- to six-word sentences</p>
INDICATOR	CL.LS.p3.1d:	<p>Understands and uses some question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
INDICATOR	CL.LS.p3.1e:	<p>Uses some prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance</p>
INDICATOR	CL.LS.p3.1f:	<p>Communicates using at least 3-4 word sentences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
STANDARD	KS.CL.p3.	COMMUNICATIONS AND LITERACY – Pre 3: “p3” (By 48 months)
BENCHMARK	CL.LS.	LANGUAGE STANDARDS

INDICATOR / PROFICIENCY LEVEL		Conventions of Standard English
INDICATOR	CL.LS.p3.2:	<p>Demonstrates a beginning awareness of writing by using strings of letter- like forms or a series of random letters.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message</p>
STANDARD	KS.CL.p3.	COMMUNICATIONS AND LITERACY – Pre 3: “p3” (By 48 months)
BENCHMARK	CL.LS.	LANGUAGE STANDARDS
INDICATOR / PROFICIENCY LEVEL		Vocabulary Acquisition and Use
INDICATOR	CL.LS.p3.3:	<p>Provides a label when given a “child-friendly” definition of a familiar word (e.g., what is round and bounces: a ball).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.6 Describes and tells the use of many familiar items</p>
STANDARD	KS.CL.p3.	COMMUNICATIONS AND LITERACY – Pre 3: “p3” (By 48 months)
BENCHMARK	CL.LS.	LANGUAGE STANDARDS
INDICATOR / PROFICIENCY LEVEL		Vocabulary Acquisition and Use
INDICATOR	CL.LS.p3.4:	With guidance and support from adults, explores word relationships and nuances in word meanings.
INDICATOR	CL.LS.p3.4a:	<p>Demonstrates an emerging understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down; stop, go; in, out).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
INDICATOR	CL.LS.p3.4b:	<p>Distinguishes among a few verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>
STANDARD	KS.CL.p3.	COMMUNICATIONS AND LITERACY – Pre 3: “p3” (By 48 months)
BENCHMARK	CL.LS.	LANGUAGE STANDARDS
INDICATOR / PROFICIENCY LEVEL		Vocabulary Acquisition and Use



INDICATOR	CL.LS.p3.5:	<p>With prompting and support, begins to experiment with new words and phrases acquired through conversations, reading and being read to and responding to texts.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.6 Describes and tells the use of many familiar items</p>
STANDARD	KS.M.p3.	MATHEMATICS – Pre 3: “p3” (By 48 months)
BENCHMARK	M.CC.	COUNTING AND CARDINALITY
INDICATOR / PROFICIENCY LEVEL		Know number names and the count sequence
INDICATOR	M.CC.p3.1:	<p>Counts in sequence to 10.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
INDICATOR	M.CC.p3.2:	<p>Demonstrates an understanding that number names can be represented with a written numeral.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects</p>
STANDARD	KS.M.p3.	MATHEMATICS – Pre 3: “p3” (By 48 months)
BENCHMARK	M.CC.	COUNTING AND CARDINALITY
INDICATOR / PROFICIENCY LEVEL		Count to tell the number of objects
INDICATOR	M.CC.p3.3:	<p>Places objects in one to one correspondence during play situations (e.g., gives each doll a plate in the housekeeping area).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
INDICATOR	M.CC.p3.4:	<p>Spontaneously counts for own purposes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>

INDICATOR	M.CC.p3.5:	<p>Uses number words to indicate the quantity in small sets of objects (e.g., 2, 3).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
STANDARD	KS.M.p3.	MATHEMATICS – Pre 3: “p3” (By 48 months)
BENCHMARK	M.CC.	COUNTING AND CARDINALITY
INDICATOR / PROFICIENCY LEVEL		Compare Numbers
INDICATOR	M.CC.p3.6:	<p>Identifies whether the number of objects in one group is more or less as compared to the number of objects in another group up to 5.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
INDICATOR	M.CC.p3.7:	<p>When shown a collection of up to 3 items creates another collection of equal amounts, not necessarily by matching (precursor to subitizing).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
STANDARD	KS.M.p3.	MATHEMATICS – Pre 3: “p3” (By 48 months)
BENCHMARK	M.OA.	OPERATIONS AND ALGEBRAIC THINKING
INDICATOR / PROFICIENCY LEVEL		Understand addition as putting together and adding to and understand subtraction as taking apart and taking from
INDICATOR	M.OA.p3.1:	<p>Demonstrates an understanding of addition by using objects in practical situations (e.g., has one slice of apple on a plate, adds another slice of apple and communicates “Two”).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
INDICATOR	M.OA.p3.2:	<p>Uses concrete objects including shapes to copy simple patterns.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 23 Demonstrates knowledge of patterns Objective 23.4 Copies simple repeating patterns
STANDARD	KS.M.p3.	MATHEMATICS – Pre 3: “p3” (By 48 months)
	M.MD.	OPERATIONS AND ALGEBRAIC THINKING



INDICATOR / PROFICIENCY LEVEL		MEASUREMENT AND DATA
INDICATOR		Describe and compare measurable attributes
INDICATOR	M.MD.p3.1:	<p>Demonstrates an understanding that objects can be compared by one attribute (e.g., weight, capacity, length) and begins to use words such as bigger/smaller and longer (e.g., Attempts to pick up a big block and exclaims “That’s heavier!”).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
STANDARD	KS.M.p3.	MATHEMATICS – Pre 3: “p3” (By 48 months)
BENCHMARK	M.MD.	OPERATIONS AND ALGEBRAIC THINKING
INDICATOR / PROFICIENCY LEVEL		MEASUREMENT AND DATA
INDICATOR		Classify objects and count the number of objects in each category
INDICATOR	M.MD.p3.2:	<p>Sorts objects into two or more groups by their properties or uses (e.g., sorts blocks into 2 piles; sorts by shape; indicates that pizza, ice cream and hot dogs are all foods but a doll is not).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
STANDARD	KS.M.p3.	MATHEMATICS – Pre 3: “p3” (By 48 months)
BENCHMARK	M.G.	GEOMETRY
INDICATOR / PROFICIENCY LEVEL		Identify and Describe Shapes
INDICATOR	M.G.p3.1:	<p>Describes objects in the environment using names of shapes and uses actions and words to indicate relative positions of these objects (e.g., over, inside, close to, far away).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)</p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)</p>
INDICATOR	M.G.p3.2:	<p>Correctly names shapes regardless of their orientations or overall size.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)</p>
	KS.M.p3.	MATHEMATICS – Pre 3: “p3” (By 48 months)



BENCHMARK	M.G.	GEOMETRY
INDICATOR / PROFICIENCY LEVEL		Analyze, compare, create and compose shapes
INDICATOR	M.G.p3.3:	<p>Analyzes and compares shapes in different sizes and orientations and uses informal language to describe their similarities, difference and part (e.g., number of sides and corners) and other attributes (e.g., having sides of equal length).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
INDICATOR	M.G.p3.4:	<p>Decomposes shapes (i.e., “take apart” into smaller shapes) by trial and error.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.5 Emerging to 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
STANDARD	KS.S.p3.	SCIENCE – Pre 3: “p3” (By 48 months)
BENCHMARK		MOTION AND STABILITY: FORCES AND INTERACTIONS
INDICATOR / PROFICIENCY LEVEL	S.p3.1:	<p>Explores and experiments with familiar and unfamiliar objects to examine how objects move when acted on by force (e.g., pushing, pulling, throwing, twisting, gravity).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STANDARD	KS.S.p3.	SCIENCE – Pre 3: “p3” (By 48 months)
BENCHMARK		ENERGY
INDICATOR / PROFICIENCY LEVEL	S.p3.2:	<p>Makes simple observations of the characteristics of the sun (e.g., “The sun is bright!” “It’s hot out here in the sun”. “At night it gets dark because the sun goes away”).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 27 Demonstrates knowledge of Earth’s environment
STANDARD	KS.S.p3.	SCIENCE – Pre 3: “p3” (By 48 months)
BENCHMARK		FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES
INDICATOR / PROFICIENCY LEVEL	S.p3.3:	<p>Notifies and asks questions about what is the same and what is the difference between categories of plants and animals.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things

INDICATOR / PROFICIENCY LEVEL	S.p3.4:	Understands that living things need air, water and food. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD	KS.S.p3.	SCIENCE – Pre 3: “p3” (By 48 months)
BENCHMARK		EARTH’S SYSTEMS
INDICATOR / PROFICIENCY LEVEL	S.p3.5:	Identifies weather occurrences (e.g., sun, rain and snow). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment
INDICATOR / PROFICIENCY LEVEL	S.p3.6:	Makes observations and communicates findings with others (e.g., look this tree has big, green leaves). <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
STANDARD	KS.S.p3.	SCIENCE – Pre 3: “p3” (By 48 months)
BENCHMARK		EARTH AND HUMAN ACTIVITY
INDICATOR / PROFICIENCY LEVEL	S.p3.7:	Comments on an animal’s appearance, behavior or habitat. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATOR / PROFICIENCY LEVEL	S.p3.8:	Acquires and uses basic vocabulary for plants, animals and humans (e.g., some names of parts, characteristics). <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATOR / PROFICIENCY LEVEL	S.p3.9:	Makes comments about the weather. (e.g., its cold, it’s windy). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment
INDICATOR / PROFICIENCY LEVEL	S.p3.10:	Participates, with adult direction, in activities to preserve the environment (e.g., disposing of litter, saving things to be recycled). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment
STANDARD	KS.SS.p3.	SOCIAL STUDIES – Pre 3: “p3” (By 48 months)
BENCHMARK		GOVERNMENT
INDICATOR / PROFICIENCY LEVEL	SS.p3.1:	Names family members by relationships (e.g., dad, sister, cousin). <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self

STANDARD	KS.SS.p3.	SOCIAL STUDIES – Pre 3: “p3” (By 48 months)
BENCHMARK		ECONOMICS
INDICATOR / PROFICIENCY LEVEL	SS.p3.2:	Trades or exchanges materials or objects with others. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR / PROFICIENCY LEVEL	SS.p3.3:	Discriminates between “yours” and “mine.” <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD	KS.SS.p3.	SOCIAL STUDIES – Pre 3: “p3” (By 48 months)
BENCHMARK		GEOGRAPHY
INDICATOR / PROFICIENCY LEVEL	SS.p3.4:	Uses words to indicate direction. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
INDICATOR / PROFICIENCY LEVEL	SS.p3.5:	Creates representations of familiar places through various materials (e.g., builds a fire station with blocks, draws a picture of a home). <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
INDICATOR / PROFICIENCY LEVEL	SS.p3.6:	Demonstrates an emerging understanding that helping with home and classroom routines improves the quality of the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD	KS.SS.p3.	SOCIAL STUDIES – Pre 3: “p3” (By 48 months)
BENCHMARK		KANSAS, UNITED STATES AND WORLD HISTORY
INDICATOR / PROFICIENCY LEVEL	SS.p3.7:	Questions why and/or how people are similar or different. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR / PROFICIENCY LEVEL	SS.p3.8:	Uses word or phrases that differentiate between events that happened in the past, the present and the future (e.g., “when I was a baby...”, “or before I moved into my new house . . .”). <u>GOLD® Objectives for Development and Learning</u> • Objective Explores change related to familiar people or places
STANDARD	KS.CA.p3.	CREATIVE ARTS – Pre 3: “p3” (By 48 months)
BENCHMARK		DANCE
INDICATOR / PROFICIENCY LEVEL	CA.p3.1:	Physical:



INDICATOR	CA.p3.1a:	Explores moving all body parts in isolation. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
INDICATOR	CA.p3.1b:	Explores cross lateral movements. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STANDARD	KS.CA.p3.	CREATIVE ARTS – Pre 3: “p3” (By 48 months)
BENCHMARK		DANCE
INDICATOR / PROFICIENCY LEVEL	CA.p3.2:	Responding:
INDICATOR	CA.p3.2a:	Moves one body part in response to a simple rhythm pattern. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
INDICATOR	CA.p3.2b:	Demonstrates the difference between still and moving. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
INDICATOR	CA.p3.2c:	Moves over, under and around objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STANDARD	KS.CA.p3.	CREATIVE ARTS – Pre 3: “p3” (By 48 months)
BENCHMARK		DANCE
INDICATOR / PROFICIENCY LEVEL	CA.p3.3:	Creating:
INDICATOR	CA.p3.3a:	Creates high, medium and low shapes. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
INDICATOR	CA.p3.3b:	Explores and creates patterns. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
INDICATOR	CA.p3.3c:	Combines axial and locomotor movements together. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STANDARD	KS.CA.p3.	CREATIVE ARTS – Pre 3: “p3” (By 48 months)
BENCHMARK		DANCE
INDICATOR / PROFICIENCY LEVEL	CA.p3.4:	Understanding:



INDICATOR	CA.p3.4a:	Listens to musical cues and teacher instruction. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
INDICATOR	CA.p3.4b:	Dances with purpose attentive to music and instruction. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STANDARD	KS.CA.p3.	CREATIVE ARTS – Pre 3: “p3” (By 48 months)
BENCHMARK		MUSIC
INDICATOR / PROFICIENCY LEVEL	CA.p3.5:	Physical:
INDICATOR	CA.p3.5a:	Repeats sound and rhythm patterns. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
INDICATOR	CA.p3.5b:	Sings simple songs. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STANDARD	KS.CA.p3.	CREATIVE ARTS – Pre 3: “p3” (By 48 months)
BENCHMARK		MUSIC
INDICATOR / PROFICIENCY LEVEL	CA.p3.6:	Responding:
INDICATOR	CA.p3.6a:	Moves to traditional music: march, gallop, hop, tiptoe. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STANDARD	KS.CA.p3.	CREATIVE ARTS – Pre 3: “p3” (By 48 months)
BENCHMARK		MUSIC
INDICATOR / PROFICIENCY LEVEL	CA.p3.7:	Creating:
INDICATOR	CA.p3.7a:	Repeats song patterns and rhythmic movements to music. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
INDICATOR	CA.p3.7b:	Sings 5-8 note scale. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STANDARD	KS.CA.p3.	CREATIVE ARTS – Pre 3: “p3” (By 48 months)
BENCHMARK		MUSIC
INDICATOR / PROFICIENCY LEVEL	CA.p3.8:	Understanding:



INDICATOR	CA.p3.8a:	Demonstrates understanding of concepts using vocal and physical movement and instruments: soft/loud, high/low, fast/slow. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STANDARD	KS.CA.p3.	CREATIVE ARTS – Pre 3: “p3” (By 48 months)
BENCHMARK		ACTING / THEATER
INDICATOR / PROFICIENCY LEVEL	CA.p3.9:	Physical:
INDICATOR	CA.p3.9a:	Recites nursery rhymes and simple songs. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
INDICATOR	CA.p3.9b:	Recalls familiar stories. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
INDICATOR	CA.p3.9c:	Memorizes words in books and stories. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
STANDARD	KS.CA.p3.	CREATIVE ARTS – Pre 3: “p3” (By 48 months)
BENCHMARK		ACTING / THEATER
INDICATOR / PROFICIENCY LEVEL	CA.p3.10:	Responding:
INDICATOR	CA.p3.10a:	Identifies feelings - happy, sad, mad, etc. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
INDICATOR	CA.p3.10b:	Beginning to differentiate between real and pretend. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
INDICATOR	CA.p3.10c:	Participates in songs, stories, finger plays, chants with voice and body together. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
INDICATOR	CA.p3.10d:	Beginning to take a role in dramatic play. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
STANDARD	KS.CA.p3.	CREATIVE ARTS – Pre 3: “p3” (By 48 months)
		ACTING / THEATER



INDICATOR / PROFICIENCY LEVEL	CA.p3.11:	Creating:
INDICATOR	CA.p3.11a:	Follows simple instructions to recreate story and dramatic movement. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
INDICATOR	CA.p3.11b:	Uses costumes to disguise self and become a character in everyday environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
STANDARD	KS.CA.p3.	CREATIVE ARTS – Pre 3: “p3” (By 48 months)
BENCHMARK		ACTING / THEATER
INDICATOR / PROFICIENCY LEVEL	CA.p3.12:	Understanding:
INDICATOR	CA.p3.12a:	Creates action and verbalization with costume prompt. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
INDICATOR	CA.p3.12b:	Creates story with props/manipulatives. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
STANDARD	KS.CA.p3.	CREATIVE ARTS – Pre 3: “p3” (By 48 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.p3.13:	Physical:
INDICATOR	CA.p3.13a:	Begins use of scissors. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
INDICATOR	CA.p3.13b:	Explores with natural and recycled objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD	KS.CA.p3.	CREATIVE ARTS – Pre 3: “p3” (By 48 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.p3.14:	Responding:
INDICATOR	CA.p3.14a:	Explores more complex art activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts

INDICATOR	CA.p3.14b:	Mixes two basic shapes - abstract rather than representational. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD	KS.CA.p3.	CREATIVE ARTS – Pre 3: “p3” (By 48 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.p3.15:	Creating:
INDICATOR	CA.p3.15a:	Creates work that requires some planning - usually a person with head and 2 vertical lines for legs. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
INDICATOR	CA.p3.15b:	Works independently. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD	KS.CA.p3.	CREATIVE ARTS – Pre 3: “p3” (By 48 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.p3.16:	Understanding:
INDICATOR	CA.p3.16a:	Mixes colors to create a new color. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
INDICATOR	CA.p3.16b:	Names shapes. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD	KS.ATL.p4.	APPROACHES TO LEARNING – Pre 4: “p4” (By 60 months)
BENCHMARK		PERSISTENCE AND ENGAGEMENT IN LEARNING: Engagement and Attention
INDICATOR / PROFICIENCY LEVEL	ATL.p4.1:	Sustains attention to task despite distractions. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
INDICATOR / PROFICIENCY LEVEL	ATL.p4.2:	Gathers information through listening. Remembers what was said in brief group discussion. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas



STANDARD	KS.ATL.p4.	APPROACHES TO LEARNING – Pre 4: “p4” (By 60 months)
BENCHMARK		PERSISTENCE AND ENGAGEMENT IN LEARNING: Persistence
INDICATOR / PROFICIENCY LEVEL	ATL.p4.3:	<p>Stays with a task for at least five minutes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
INDICATOR / PROFICIENCY LEVEL	ATL.p4.4:	<p>Carries out tasks, activities, projects or experiences from beginning to end.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</p>
INDICATOR / PROFICIENCY LEVEL	ATL.p4.5:	<p>Remains focused on the task at hand even when frustrated or challenged.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective b. Persists</p> <p>Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</p>
STANDARD	KS.ATL.p4.	APPROACHES TO LEARNING – Pre 4: “p4” (By 60 months)
BENCHMARK		INITIATIVE: Curiosity and Initiative
INDICATOR / PROFICIENCY LEVEL	ATL.p4.6:	<p>Seeks new and varied experiences and challenges through play.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
INDICATOR / PROFICIENCY LEVEL	ATL.p4.7:	<p>Chooses activities to do alone or with others.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
INDICATOR / PROFICIENCY LEVEL	ATL.p4.8:	<p>Invites other children to join groups or activities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>

INDICATOR / PROFICIENCY LEVEL	ATL.p4.9:	Makes and follows plans for games or activities with other children. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
STANDARD	KS.ATL.p4.	APPROACHES TO LEARNING – Pre 4: “p4” (By 60 months)
BENCHMARK		INITIATIVE: Sense of Competence
INDICATOR / PROFICIENCY LEVEL	ATL.p4.10:	Shows pride in family composition; recognizes self as important to family and friends. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR / PROFICIENCY LEVEL	ATL.p4.11:	Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR / PROFICIENCY LEVEL	ATL.p4.12:	Associates emotions with words and facial expressions. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
STANDARD	KS.ATL.p4.	APPROACHES TO LEARNING – Pre 4: “p4” (By 60 months)
BENCHMARK		CREATIVITY: Problem Solving
INDICATOR / PROFICIENCY LEVEL	ATL.p4.13:	Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.6 Changes plans if a better idea is thought of or proposed
INDICATOR / PROFICIENCY LEVEL	ATL.p4.14:	Can delay gratification for better payoff later; anticipates consequences of own behavior. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification

INDICATOR / PROFICIENCY LEVEL	ATL.p4.15:	<p>Understands what is real and what is ‘make-believe’.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
STANDARD	KS.ATL.p4.	APPROACHES TO LEARNING – Pre 4: “p4” (By 60 months)
BENCHMARK		CREATIVITY: Creativity and Flexibility
INDICATOR / PROFICIENCY LEVEL	ATL.p4.16:	<p>Invents new activities through play.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks</p>
INDICATOR / PROFICIENCY LEVEL	ATL.p4.17:	<p>Begins to enjoy games where must adjust response to changing rules (e.g., Simon Says); adjusts behavior to different activities/settings.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks</p>
INDICATOR / PROFICIENCY LEVEL	ATL.p4.18:	<p>Begins to hold an arbitrary rule in mind and follows it to produce a response that differs from natural instinct (e.g., sort animal cards by color rather than by animals).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support</p>
STANDARD	KS.PHD.p4.	PHYSICAL DEVELOPMENT – Pre 4: “p4” (By 60 months)
BENCHMARK		LARGE MOTOR SKILLS
INDICATOR / PROFICIENCY LEVEL	PHD.p4.1:	<p>Demonstrates locomotor skills with control, coordination and balance in active play (e.g., hops, jumps, runs with control and direction, climbs ladders and pumps swing on outdoor play equipment).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games • Objective 5 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences</p>

INDICATOR / PROFICIENCY LEVEL	PHD.p4.2:	<p>Demonstrates coordination in using objects during active play (e.g., riding a trike, catching a ball, throwing, balancing, and pushing).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.8 Coordinates increasingly complex movements in play and games</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.8 Sustains balance during complex movement experiences</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.8 Manipulates balls or similar objects with a full range of motion</p>
INDICATOR / PROFICIENCY LEVEL	PHD.p4.3:	<p>Explores practices and performs skill sets (e.g., throwing, pushing, pulling, catching, and balancing).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.8 Coordinates increasingly complex movements in play and games</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.8 Sustains balance during complex movement experiences</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.8 Manipulates balls or similar objects with a full range of motion</p>
STANDARD	KS.PHD.p4.	PHYSICAL DEVELOPMENT – Pre 4: “p4” (By 60 months)
BENCHMARK		FINE MOTOR SKILLS
INDICATOR / PROFICIENCY LEVEL	PHD.p4.4:	<p>With fluency and accuracy uses classroom and household tools independently and with eye-hand coordination to carry out activities (e.g., uses scissors to cut out shapes, zips, snaps and buttons to dress self).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.8 Uses small, precise finger and hand movements</p>
STANDARD	KS.PHD.p4.	PHYSICAL DEVELOPMENT – Pre 4: “p4” (By 60 months)
BENCHMARK		PHYSICAL FITNESS
INDICATOR / PROFICIENCY LEVEL	PHD.p4.5:	<p>Participates in active play exhibiting strength and stamina.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.8 Coordinates increasingly complex movements in play and games</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.8 Sustains balance during complex movement experiences</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.8 Manipulates balls or similar objects with a full range of motion</p>
STANDARD	KS.PHD.p4.	PHYSICAL DEVELOPMENT – Pre 4: “p4” (By 60 months)
		NUTRITION / HEALTHY EATING

INDICATOR / PROFICIENCY LEVEL	PHD.p4.6:	<p>Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.8 Takes responsibility for own well-being</p>
INDICATOR / PROFICIENCY LEVEL	PHD.p4.7:	<p>Demonstrates increasingly complex oral motor skills (e.g., drinking through a straw, blowing bubbles).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.8 Takes responsibility for own well-being</p>
STANDARD	KS.PHD.p4.	PHYSICAL DEVELOPMENT – Pre 4: “p4” (By 60 months)
BENCHMARK		PERSONAL HYGIENE
INDICATOR / PROFICIENCY LEVEL	PHD.p4.8:	<p>Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.8 Takes responsibility for own well-being</p>
INDICATOR / PROFICIENCY LEVEL	PHD.p4.9:	<p>Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.8 Takes responsibility for own well-being</p>
STANDARD	KS.PHD.p4.	PHYSICAL DEVELOPMENT – Pre 4: “p4” (By 60 months)
BENCHMARK		SAFETY
INDICATOR / PROFICIENCY LEVEL	PHD.p4.10:	<p>Identifies and follows basic safety rules with possible reminders, guidance and support (e.g., does not talk to strangers, recognizes when someone is doing something unsafe, with reminders goes down the slide feet first).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.8 Takes responsibility for own well-being</p>

INDICATOR / PROFICIENCY LEVEL	PHD.p4.11:	Demonstrates an ability to follow emergency routines with adult support (e.g., lines up to exit building during a fire drill). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR / PROFICIENCY LEVEL	PHD.p4.12:	Identifies how adults help to keep us safe (e.g., roles of doctor, dentist, fire fighter, police officer etc.). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
STANDARD	KS.SED.p4.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 4: “p4” (By 60 months)
BENCHMARK	SED.CD.	CHARACTER DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		FOUNDATIONS OF CHARACTER DEVELOPMENT: Develop, implement, promote and model core ethical and performance principles.
INDICATOR	SED.CD.p4.1:	Responds appropriately to positive and negative feedback from adults most of the time. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
STANDARD	KS.SED.p4.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 4: “p4” (By 60 months)
BENCHMARK	SED.CD.	CHARACTER DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		FOUNDATIONS OF CHARACTER DEVELOPMENT: Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff and the community.
INDICATOR	SED.CD.p4.2:	Recognizes effect of own behavior on others most of the time. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
INDICATOR	SED.CD.p4.3:	Recognizes examples and non-examples of words and actions that are helpful or hurtful. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
STANDARD	KS.SED.p4.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 4: “p4” (By 60 months)
	SED.CD.	CHARACTER DEVELOPMENT



INDICATOR / PROFICIENCY LEVEL		FOUNDATIONS OF CHARACTER DEVELOPMENT: Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture.
INDICATOR	SED.CD.p4.4:	Shows awareness of and responds to feelings of others with adult guidance and support. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
STANDARD	KS.SED.p4.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 4: “p4” (By 60 months)
BENCHMARK	SED.CD.	CHARACTER DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		FOUNDATIONS OF CHARACTER DEVELOPMENT: Create a caring community by taking steps to prevent peer cruelty and violence and dealing with it effectively when it occurs whether digitally, verbally, physically and/or relationally.
INDICATOR	SED.CD.p4.5:	Demonstrates an understanding of what it means to be a friend (i.e., someone who cares, listens, shares ideas, trust -worthy, provides comfort). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while
STANDARD	KS.SED.p4.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 4: “p4” (By 60 months)
BENCHMARK	SED.R.	RESPONSIBLE DECISION MAKING AND PROBLEM SOLVING
INDICATOR / PROFICIENCY LEVEL		Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities and short-term and long-term goals.
INDICATOR	SED.R.p4.1:	Anticipates and usually accepts consequences of own actions. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
STANDARD	KS.SED.p4.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 4: “p4” (By 60 months)
BENCHMARK	SED.R.	RESPONSIBLE DECISION MAKING AND PROBLEM SOLVING
INDICATOR / PROFICIENCY LEVEL		Organize personal time and managing personal responsibilities effectively.
INDICATOR	SED.R.p4.2:	Follows predictable classroom routines, manages transitions positively most of the time with minimal adult support. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
STANDARD	KS.SED.p4.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 4: “p4” (By 60 months)
	SED.R.	RESPONSIBLE DECISION MAKING AND PROBLEM SOLVING



INDICATOR / PROFICIENCY LEVEL		Play a developmentally appropriate role in classroom management and school governance.
INDICATOR	SED.R.p4.3:	<p>Demonstrates confidence by participating in most classroom activities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
INDICATOR	SED.R.p4.4:	<p>Interacts easily with familiar adults by engaging in conversations, responding to questions and following directions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.8 Engages with trusted adults as resources and to share mutual interests</p>
INDICATOR	SED.R.p4.5:	<p>Works with others as part of a team, make decisions with other children, with adult assistance.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.5 Emerging to 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
STANDARD	KS.SED.p4.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 4: “p4” (By 60 months)
BENCHMARK	SED.R.	RESPONSIBLE DECISION MAKING AND PROBLEM SOLVING
INDICATOR / PROFICIENCY LEVEL		Develop, implement and model effective problem solving skills.
INDICATOR	SED.R.p4.6:	<p>Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with minimal guidance from adults.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p>
INDICATOR	SED.R.p4.7:	<p>Attempts to solve social problems independently, by negotiation or with adult assistance.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems <p>Objective 3b.6 Suggest solutions to social problems</p>
STANDARD	KS.SED.p4.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 4: “p4” (By 60 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-AWARENESS: Understand and analyze thoughts and emotions.

INDICATOR	SED.PD.p4.1:	Recognizes and identifies more complex emotions (e.g., frustrated, disappointed, jealous) in self and others, with accuracy, with adult support. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately
INDICATOR	SED.PD.p4.2:	Expresses and responds to a range of emotions in socially acceptable ways. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
STANDARD	KS.SED.p4.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 4: “p4” (By 60 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-AWARENESS: Identify and assess personal qualities and external supports.
INDICATOR	SED.PD.p4.3:	Describes characteristics of self and others. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	SED.PD.p4.4:	States more complex personal information (e.g., names of family members, names of neighbors). <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
STANDARD	KS.SED.p4.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 4: “p4” (By 60 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-MANAGEMENT: Understand and practice strategies for managing thoughts and behaviors.
INDICATOR	SED.PD.p4.5:	Expresses preferences in a socially acceptable way a majority of the time. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
INDICATOR	SED.PD.p4.6:	Develops strategies to express strong emotion and calm self, with adult help. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
STANDARD	KS.SED.p4.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 4: “p4” (By 60 months)
	SED.PD.	PERSONAL DEVELOPMENT



INDICATOR / PROFICIENCY LEVEL		SELF-MANAGEMENT: Reflect on perspectives and emotional responses.
INDICATOR	SED.PD.p4.7:	<p>Recognizes and accurately describes own feelings a majority of the time.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p>
STANDARD	KS.SED.p4.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 4: “p4” (By 60 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-MANAGEMENT: Set, monitor, adapt and evaluate goals to achieve success in school and life.
INDICATOR	SED.PD.p4.8:	<p>Demonstrates age appropriate independence in decision-making regarding activities and materials.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.8 Takes responsibility for own well-being</p>
STANDARD	KS.SED.p4.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 4: “p4” (By 60 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SOCIAL AWARENESS: Demonstrate awareness of the thoughts, feelings and perspective of others.
INDICATOR	SED.SD.p4.1:	<p>Demonstrates an understanding of and responds to needs of others and people in distress.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately</p>
INDICATOR	SED.SD.p4.2:	<p>Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately</p>
STANDARD	KS.SED.p4.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 4: “p4” (By 60 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SOCIAL AWARENESS: Demonstrate awareness of cultural issues and a respect for human dignity and differences.

INDICATOR	SED.SD.p4.3:	Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	SED.SD.p4.4:	Treats others with respect when conflict or differences occur, given adult support. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.5 Emerging to 3b.6 Suggest solutions to social problems
STANDARD	KS.SED.p4.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 4: “p4” (By 60 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		INTERPERSONAL SKILLS: Demonstrate communication and social skills to interact effectively.
INDICATOR	SED.SD.p4.5:	Displays socially competent behavior with peers (e.g., helping, sharing and taking turns). <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
INDICATOR	SED.SD.p4.6:	Participates in conversational turn taking by listening and responding to what was said. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders
INDICATOR	SED.SD.p4.7:	Demonstrates strategies to join a play group with adult support. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.3 Emerging to 2c.4 Uses successful strategies for entering groups
INDICATOR	SED.SD.p4.8:	Invites other children to join groups or activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
STANDARD	KS.SED.p4.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 4: “p4” (By 60 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		INTERPERSONAL SKILLS: Develop and maintain positive relationships.




INDICATOR	SED.SD.p4.9:	<p>Develops friendships with one or two preferred peers.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while</p>
INDICATOR	SED.SD.p4.10:	<p>Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately</p>
INDICATOR	SED.SD.p4.11:	<p>Adjusts behavior to different settings (e.g., “inside voice”).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
STANDARD	KS.SED.p4.	SOCIAL AND EMOTIONAL DEVELOPMENT – Pre 4: “p4” (By 60 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		INTERPERSONAL SKILLS: Demonstrate an ability to prevent, manage and resolve interpersonal conflicts.
INDICATOR	SED.SD.p4.12:	<p>Resolves conflicts with peers, seeking adult assistance when necessary.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems</p>
INDICATOR	SED.SD.p4.13:	<p>Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems</p>
STANDARD	KS.CL.p4.	COMMUNICATIONS AND LITERACY – Pre 4: “p4” (By 60 months)
BENCHMARK	CL.L.	LITERATURE
INDICATOR / PROFICIENCY LEVEL		Key Ideas and Details

INDICATOR	CL.L.p4.1:	<p>With prompting and support, asks and answers questions about key details in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
INDICATOR	CL.L.p4.2:	<p>With prompting and support, retells stories with increasing detail and accuracy.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <p>Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</p>
INDICATOR	CL.L.p4.3:	<p>With prompting and support, identifies characters, settings and major events in a story.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
STANDARD	KS.CL.p4.	COMMUNICATIONS AND LITERACY – Pre 4: “p4” (By 60 months)
BENCHMARK	CL.L.	LITERATURE
INDICATOR / PROFICIENCY LEVEL		Craft and Structure
INDICATOR	CL.L.p4.4:	<p>Asks and answers questions about unknown words in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)</p>
INDICATOR	CL.L.p4.5:	<p>Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>

INDICATOR	CL.L.p4.6:	<p>With prompting and support, can describe the role of an author and an illustrator.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
STANDARD	KS.CL.p4.	COMMUNICATIONS AND LITERACY – Pre 4: “p4” (By 60 months)
BENCHMARK	CL.L.	LITERATURE
INDICATOR / PROFICIENCY LEVEL		Integration of Knowledge and Ideas
INDICATOR	CL.L.p4.7:	<p>With prompting and support, uses the illustrations to retell major events in the story.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <p>Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</p>
INDICATOR	CL.L.p4.8:	<p>With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
STANDARD	KS.CL.p4.	COMMUNICATIONS AND LITERACY – Pre 4: “p4” (By 60 months)
BENCHMARK	CL.L.	LITERATURE
INDICATOR / PROFICIENCY LEVEL		Range of Reading and Level of Text Complexity
INDICATOR	CL.L.p4.9:	<p>Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, participates in reciting rhymes and finger plays using accompanying gestures).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
STANDARD	KS.CL.p4.	COMMUNICATIONS AND LITERACY – Pre 4: “p4” (By 60 months)
BENCHMARK	CL.IT.	INFORMATIONAL TEXT (NON-FICTION)
INDICATOR / PROFICIENCY LEVEL		Key Ideas and Details

INDICATOR	CL.IT.p4.1:	<p>With prompting and support, asks and answers questions about key details in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
INDICATOR	CL.IT.p4.2:	<p>With prompting and support, retells key details of a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <p>Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</p>
INDICATOR	CL.IT.p4.3:	<p>With prompting and support, describes the connection between two events or pieces of information in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
STANDARD	KS.CL.p4.	COMMUNICATIONS AND LITERACY – Pre 4: “p4” (By 60 months)
BENCHMARK	CL.IT.	INFORMATIONAL TEXT (NON-FICTION)
INDICATOR / PROFICIENCY LEVEL		Craft and Structure
INDICATOR	CL.IT.p4.4:	<p>With prompting and support, asks and answers questions about unknown words in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)</p>
INDICATOR	CL.IT.p4.5:	<p>Identifies the front cover, back cover and title page of a book.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>

INDICATOR	CL.IT.p4.6:	<p>With prompting and support describes the role of an author and an illustrator.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
STANDARD	KS.CL.p4.	COMMUNICATIONS AND LITERACY – Pre 4: “p4” (By 60 months)
BENCHMARK	CL.IT.	INFORMATIONAL TEXT (NON-FICTION)
INDICATOR / PROFICIENCY LEVEL		Integration of Knowledge and Ideas
INDICATOR	CL.IT.p4.7:	<p>With prompting and support, use the illustrations to identify key details in the story.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
INDICATOR	CL.IT.p4.8:	<p>With prompting and support answers “why” questions based on information presented in the text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
INDICATOR	CL.IT.p4.9:	<p>With prompting and support, identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
STANDARD	KS.CL.p4.	COMMUNICATIONS AND LITERACY – Pre 4: “p4” (By 60 months)
BENCHMARK	CL.IT.	INFORMATIONAL TEXT (NON-FICTION)
INDICATOR / PROFICIENCY LEVEL		Range of Reading and Level of Text Complexity

INDICATOR	CL.IT.p4.10:	<p>Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, makes appropriate noises for different animals or vehicles).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
STANDARD	KS.CL.p4.	COMMUNICATIONS AND LITERACY – Pre 4: “p4” (By 60 months)
BENCHMARK	CL.F.	FOUNDATIONAL SKILLS
INDICATOR / PROFICIENCY LEVEL		Print Concepts
INDICATOR	CL.F.p4.1:	Demonstrates understanding of the organization and basic features of print.
INDICATOR	CL.F.p4.1a:	<p>Follows words from left to right, top to bottom and page by page.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.4 Indicates where to start reading and the direction to follow</p>
INDICATOR	CL.F.p4.1b:	<p>Recognizes that spoken words are represented in written language by specific sequences of letter.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text <p>Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word</p>
INDICATOR	CL.F.p4.1c:	<p>Recognizes that letters are grouped to form words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text <p>Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word</p>
INDICATOR	CL.F.p4.1d:	<p>Recognizes and names some upper: and lowercase letters in addition to those in first name.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters <p>Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name</p>
STANDARD	KS.CL.p4.	COMMUNICATIONS AND LITERACY – Pre 4: “p4” (By 60 months)
BENCHMARK	CL.F.	FOUNDATIONAL SKILLS
 Teaching Strategies® CY LEVEL		Phonological Awareness

INDICATOR	CL.F.p4.2:	Demonstrates understanding of spoken words, syllables and sounds (i.e., phonemes):
INDICATOR	CL.F.p4.2a:	<p>Recognizes and produces rhyming words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.8 Generates a group of rhyming words when given a word</p>
STANDARD		COMMUNICATIONS AND LITERACY – Pre 4: “p4” (By 60 months)
BENCHMARK	CL.F.	FOUNDATIONAL SKILLS
INDICATOR / PROFICIENCY LEVEL		Phonological Awareness
INDICATOR	CL.F.p4.2:	Demonstrates understanding of spoken words, syllables and sounds (i.e., phonemes):
INDICATOR	CL.F.p4.2b:	<p>Blends and segments syllables in spoken words (e.g., /f/+i/+sh/= fish; or clapping or snapping out syllables ap-ple= 2 claps).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.4 Shows awareness of separate syllables in words</p>
INDICATOR	CL.F.p4.2c:	<p>With prompting and support blends and segments initial sounds (i.e., onset) and ending sounds (i.e., rime) of single syllable words (e.g., /d/+og/ = dog).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.5 Emerging to 15c.6 Verbally blends and separates onset and rime in one-syllable words</p>
INDICATOR	CL.F.p4.2d:	<p>States the initial sound (phoneme) in consonant-vowel-consonant (CVC) words (e.g., cat starts with /c/).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration <p>Objective 15b.4 Shows awareness that some words begin the same way</p>
STANDARD		COMMUNICATIONS AND LITERACY – Pre 4: “p4” (By 60 months)
BENCHMARK	CL.F.	FOUNDATIONAL SKILLS
INDICATOR / PROFICIENCY LEVEL		Phonics and Word Recognition
INDICATOR	CL.F.p4.3:	Knows and applies age appropriate word analysis skills in decoding words.

INDICATOR	CL.F.p4.3a:	Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.4 Produces the correct sounds for 10–20 letters
INDICATOR	CL.F.p4.3b:	Identifies own name in print. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name
STANDARD	KS.CL.p4.	COMMUNICATIONS AND LITERACY – Pre 4: “p4” (By 60 months)
BENCHMARK	CL.F.	FOUNDATIONAL SKILLS
INDICATOR / PROFICIENCY LEVEL		Phonics and Word Recognition
INDICATOR	CL.F.p4.3:	Knows and applies age appropriate word analysis skills in decoding words.
INDICATOR	CL.F.p4.3c:	Recognizes and “reads” familiar words or environmental print. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.7 Emerging to 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant
STANDARD	KS.CL.p4.	COMMUNICATIONS AND LITERACY – Pre 4: “p4” (By 60 months)
BENCHMARK	CL.W.	WRITING
INDICATOR / PROFICIENCY LEVEL		Text Types and Purposes
INDICATOR	CL.W.p4.1:	Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message
STANDARD	KS.CL.p4.	COMMUNICATIONS AND LITERACY – Pre 4: “p4” (By 60 months)
BENCHMARK	CL.W.	WRITING
INDICATOR / PROFICIENCY LEVEL		Production and Distribution of Writing
INDICATOR	CL.W.p4.2:	Recognizably writes a majority of the letters in their name. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.10 Writes partially accurate first name



INDICATOR	CL.W.p4.3:	With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message
INDICATOR	CL.W.p4.4:	With guidance and support, explores a variety of digital tools to produce and publish emergent writing (e.g. , uses the class camera to record the growth of the class garden; asks for help searching the internet for pictures of animals to illustrate a book or directions for a task). <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
STANDARD	KS.CL.p4.	COMMUNICATIONS AND LITERACY – Pre 4: “p4” (By 60 months)
BENCHMARK	CL.W.	WRITING
INDICATOR / PROFICIENCY LEVEL		Research to Build and Present Knowledge
INDICATOR	CL.W.p4.5:	Participates in shared research and writing projects (e.g., explores a number of books by a favorite author and expresses opinions about them). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects
INDICATOR	CL.W.p4.6:	With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.8 Generates a rule, strategy, or idea from one learning experience and applies it in a new context
STANDARD	KS.CL.p4.	COMMUNICATIONS AND LITERACY – Pre 4: “p4” (By 60 months)
BENCHMARK	CL.SL.	SPEAKING AND LISTENING
INDICATOR / PROFICIENCY LEVEL		Comprehension and Collaboration
INDICATOR	CL.SL.p4.1:	Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups.

INDICATOR	CL.SL.p4.1a:	Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.8 Uses acceptable language and basic social rules during communication with others
INDICATOR	CL.SL.p4.1b:	Continues a conversation through multiple exchanges, staying on topic. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.6 Engages in conversations of at least three exchanges
STANDARD	KS.CL.p4.	COMMUNICATIONS AND LITERACY – Pre 4: “p4” (By 60 months)
BENCHMARK	CL.SL.	SPEAKING AND LISTENING
INDICATOR / PROFICIENCY LEVEL		Comprehension and Collaboration
INDICATOR	CL.SL.p4.2:	Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering reasoning questions (e.g., why, how) about key details and requesting clarification if something is not understood. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
STANDARD	KS.CL.p4.	COMMUNICATIONS AND LITERACY – Pre 4: “p4” (By 60 months)
BENCHMARK	CL.SL.	SPEAKING AND LISTENING
INDICATOR / PROFICIENCY LEVEL		Presentation of Knowledge and Ideas
INDICATOR	CL.SL.p4.3:	Uses some basic spatial (e.g., front/back, top/bottom) and temporal (e.g., first/last, before/after) concepts to describe familiar people, places, things and events. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
INDICATOR	CL.SL.p4.4:	Able to tell another person about what they have drawn. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items




INDICATOR	CL.SL.p4.5:	Speaks understandably to express ideas, feelings and needs. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words
STANDARD	KS.CL.p4.	COMMUNICATIONS AND LITERACY – Pre 4: “p4” (By 60 months)
BENCHMARK	CL.LS.	LANGUAGE STANDARDS
INDICATOR / PROFICIENCY LEVEL		Conventions of Standard English
INDICATOR	CL.LS.p4.1:	Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	CL.LS.p4.1a:	Prints some upper- and lower-case letters (e.g., letters in their name). <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.10 Writes partially accurate first name
INDICATOR	CL.LS.p4.1b:	Uses frequently occurring nouns and verbs. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
INDICATOR	CL.LS.p4.1c:	Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
INDICATOR	CL.LS.p4.1d:	Understands and uses most question words (i.e., interrogatives) (e.g., who, what, where, when, why, how). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.7 Emerging to 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

INDICATOR	CL.LS.p4.1e:	<p>Uses the many frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance</p>
INDICATOR	CL.LS.p4.1f:	<p>Produces complete sentences in shared language activities.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four- to six-word sentences</p>
STANDARD	KS.CL.p4.	COMMUNICATIONS AND LITERACY – Pre 4: “p4” (By 60 months)
BENCHMARK	CL.LS.	LANGUAGE STANDARDS
INDICATOR / PROFICIENCY LEVEL		Conventions of Standard English
INDICATOR	CL.LS.p4.2:	<p>Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words (e.g., uses the beginning letter to write or represent a word or “trk” for truck) and usually writing from left to right. May reverse some letters.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.1 Emerging to 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of letter-sound relationships</p>
STANDARD	KS.CL.p4.	COMMUNICATIONS AND LITERACY – Pre 4: “p4” (By 60 months)
BENCHMARK	CL.LS.	LANGUAGE STANDARDS
INDICATOR / PROFICIENCY LEVEL		Vocabulary Acquisition and Use
INDICATOR	CL.LS.p4.3:	<p>Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.7 Emerging to 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p>
STANDARD	KS.CL.p4.	COMMUNICATIONS AND LITERACY – Pre 4: “p4” (By 60 months)
BENCHMARK	CL.LS.	LANGUAGE STANDARDS

INDICATOR / PROFICIENCY LEVEL		Vocabulary Acquisition and Use
INDICATOR	CL.LS.p4.4:	With guidance and support, explores word relationships and nuances in word meanings.
INDICATOR	CL.LS.p4.4a:	<p>Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>
INDICATOR	CL.LS.p4.4b:	<p>Distinguishes among some verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>
STANDARD	KS.CL.p4.	COMMUNICATIONS AND LITERACY – Pre 4: “p4” (By 60 months)
BENCHMARK	CL.LS.	LANGUAGE STANDARDS
INDICATOR / PROFICIENCY LEVEL		Vocabulary Acquisition and Use
INDICATOR	CL.LS.p4.5:	<p>With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.7 Emerging to 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p>
STANDARD	KS.M.p4.	MATHEMATICS – Pre 4: “p4” (By 60 months)
BENCHMARK	M.CC.	COUNTING AND CARDINALITY
INDICATOR / PROFICIENCY LEVEL		Know number names and the count sequence
INDICATOR	M.CC.p4.1:	<p>Counts in sequence to 30.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.7 Emerging to 20a.8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20</p>

INDICATOR	M.CC.p4.2:	<p>Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects).</p> <p>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (K.CC.3.) (DOK 1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>Objective 20c.7 Emerging to 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals</p>
INDICATOR	M.CC.p4.3:	<p>Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>
STANDARD	KS.M.p4.	MATHEMATICS – Pre 4: “p4” (By 60 months)
BENCHMARK	M.CC.	COUNTING AND CARDINALITY
INDICATOR / PROFICIENCY LEVEL		Count to tell the number of objects
INDICATOR	M.CC.p4.4:	Understands the relationship between numbers and quantities to 10; connect counting to cardinality.
INDICATOR	M.CC.p4.4a:	<p>Uses one-to-one correspondence when counting objects, says the number names in the standard order pairing with each object (e.g., counts out napkins for snack time, saying the number aloud as they put each one on the table).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects</p>
INDICATOR	M.CC.p4.4b1:	<p>Understands that the last number name said tells the numbers of objects counted (cardinality).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>

INDICATOR	M.CC.p4.4b2:	<p>Understands that the number of objects remains the same regardless of the order in which the objects were counted.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>
INDICATOR	M.CC.p4.4c:	<p>Demonstrates an understanding that each successive number name refers to a quantity that is one larger.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20 • Objective 23 Demonstrates knowledge of patterns Objective 23.8 Recognizes, creates, and explains more complex repeating and simple growing patterns</p>
STANDARD	KS.M.p4.	MATHEMATICS – Pre 4: “p4” (By 60 months)
BENCHMARK	M.CC.	COUNTING AND CARDINALITY
INDICATOR / PROFICIENCY LEVEL		Count to tell the number of objects
INDICATOR	M.CC.p4.5:	<p>Counts to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as 5 things in a scattered configuration.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
STANDARD	KS.M.p4.	MATHEMATICS – Pre 4: “p4” (By 60 months)
BENCHMARK	M.CC.	COUNTING AND CARDINALITY
INDICATOR / PROFICIENCY LEVEL		Compare Numbers
INDICATOR	M.CC.p4.6:	<p>Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10 by using matching and counting strategies (e.g., compares the number of letters in their friend’s names and indicates who has more or less).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>

INDICATOR	M.CC.p4.7:	Perceptually subitizes to 5 (e.g., instantly recognizes briefly shown collections up to 5 when presented in a variety of arrangements and verbally names the number of items). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
INDICATOR	M.CC.p4.8:	Compares two numbers between 1 and 5 when presented as written numerals (e.g., 3 is more than 1, 4 is less than 5). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects
STANDARD	KS.M.p4.	MATHEMATICS – Pre 4: “p4” (By 60 months)
BENCHMARK	M.OA.	OPERATIONS AND ALGEBRAIC THINKING
INDICATOR / PROFICIENCY LEVEL		Understand addition as putting together and adding to and understand subtraction as taking apart and taking from
INDICATOR	M.OA.p4.1:	Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations (e.g., if we have 3 toy giraffes in our block area and add 2 toy elephants, how many animals will we have all together?). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
INDICATOR	M.OA.p4.2:	Composes and decomposes numbers less than or equal to 5 into pairs in more than one way by using objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
INDICATOR	M.OA.p4.3:	Identifies patterns in the real world and in numbers (e.g. ,+1 pattern where one more than 3 is 4, one more than 4 is 5, written numerals follow a definite number pattern as the ones digits repeat, 100’s chart). <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns
STANDARD	KS.M.p4.	MATHEMATICS – Pre 4: “p4” (By 60 months)
BENCHMARK	M.MD.	MEASUREMENT AND DATA
 Teaching Strategies® CY LEVEL		Describe and compare measurable attributes

INDICATOR	M.MD.p4.1:	Describes and compares objects using measurable attributes (length, size, capacity and weight). <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
INDICATOR	M.MD.p4.2:	Directly compares two objects with a measurable attribute in common to see which objects has “more of ”/ “less of ” the attribute (e.g., compare the heights of two children and describe one child as taller or shorter). <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
STANDARD	KS.M.p4.	MATHEMATICS – Pre 4: “p4” (By 60 months)
BENCHMARK	M.MD.	MEASUREMENT AND DATA
INDICATOR / PROFICIENCY LEVEL		Classify objects and count the number of objects in each category
INDICATOR	M.MD.p4.3:	Sorts objects into categories; counts the numbers of objects in each category (limit category counts to less than or equal to 10); makes comparisons between the categories based on quantity. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.3 Emerging to 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
INDICATOR	M.MD.p4.4:	Collects data by categories to answer simple questions. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.3 Emerging to 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
STANDARD	KS.M.p4.	MATHEMATICS – Pre 4: “p4” (By 60 months)
BENCHMARK	M.G.	GEOMETRY
INDICATOR / PROFICIENCY LEVEL		Identify and Describe Shapes

INDICATOR	M.G.p4.1:	<p>Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms (e.g., above, below, beside, in front of, behind and next to).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance</p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
INDICATOR	M.G.p4.2:	<p>Correctly name shapes regardless of their orientations or overall size.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
STANDARD	KS.M.p4.	MATHEMATICS – Pre 4: “p4” (By 60 months)
BENCHMARK	M.G.	GEOMETRY
INDICATOR / PROFICIENCY LEVEL		Analyze, compare, create and compose shapes
INDICATOR	M.G.p4.3:	<p>Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
INDICATOR	M.G.p4.4:	<p>Creates shapes during play by building, drawing, etc.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>

INDICATOR	M.G.p4.5:	Puts together several shapes to make a picture and fill simple outline puzzles. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
STANDARD	KS.S.p4.	SCIENCE – Pre 4: “p4” (By 60 months)
BENCHMARK		MOTION AND STABILITY: FORCES AND INTERACTIONS
INDICATOR / PROFICIENCY LEVEL	S.p4.1:	Describes and compares the effects of common forces (e.g., pushes and pulls) on objects and the impact of gravity, magnetism and mechanical forces (e.g., ramps, gears, pendulums and other simple machines). <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
INDICATOR / PROFICIENCY LEVEL	S.p4.2:	Recognizes and describes the effect of his/her own actions on objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STANDARD	KS.S.p4.	SCIENCE – Pre 4: “p4” (By 60 months)
BENCHMARK		ENERGY
INDICATOR / PROFICIENCY LEVEL	S.p4.3:	Demonstrates an understanding that the sun provides light and warmth. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment
STANDARD	KS.S.p4.	SCIENCE – Pre 4: “p4” (By 60 months)
BENCHMARK		FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES
INDICATOR / PROFICIENCY LEVEL	S.p4.4:	Asks /answers questions about objects, organisms and events in their environments. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
INDICATOR / PROFICIENCY LEVEL	S.p4.5:	Understands and is able to explain why plants and animals need air, food and water. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD	KS.S.p4.	SCIENCE – Pre 4: “p4” (By 60 months)
BENCHMARK		EARTH’S SYSTEMS

INDICATOR / PROFICIENCY LEVEL	S.p4.6:	<p>Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, cold, windy).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 27 Demonstrates knowledge of Earth's environment
INDICATOR / PROFICIENCY LEVEL	S.p4.7:	<p>Observes and explains how plants and animals respond to changes in the environment and in seasons.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 27 Demonstrates knowledge of Earth's environment
INDICATOR / PROFICIENCY LEVEL	S.p4.8:	<p>Understands: (1) how actions people take may change the environment and (2) the impact actions have on the environment for better (e.g., watering plants) or for worse, (e.g., stomping on plants).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD	KS.S.p4.	SCIENCE – Pre 4: “p4” (By 60 months)
BENCHMARK		EARTH AND HUMAN ACTIVITY
INDICATOR / PROFICIENCY LEVEL	S.p4.9:	<p>Demonstrates an understanding that living things exist in different habitats (e.g., fish can live in the ocean because they can breathe under water).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATOR / PROFICIENCY LEVEL	S.p4.10:	<p>Demonstrates ways in which the environment provides natural resources that are needed by people (e.g., wood for lumber to build a shelter, water for drinking).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 27 Demonstrates knowledge of Earth's environment
INDICATOR / PROFICIENCY LEVEL	S.p4.11:	<p>Demonstrates an understanding that different weather conditions require different clothing/accessories (e.g., boots, mittens, rain coat).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 27 Demonstrates knowledge of Earth's environment
INDICATOR / PROFICIENCY LEVEL	S.p4.12:	<p>Recognizes the difference between helpful and harmful actions toward the natural environment and demonstrates ways that individuals are responsible for protecting our planet (e.g., recycling, mending broken things instead of throwing them away, etc.).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD	KS.SS.p4.	SOCIAL STUDIES – Pre 4: “p4” (By 60 months)
BENCHMARK		GOVERNMENT

INDICATOR / PROFICIENCY LEVEL	SS.p4.1:	Identifies leaders at home and school (e.g., parents, guardians, teachers, principal). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD	KS.SS.p4.	SOCIAL STUDIES – Pre 4: “p4” (By 60 months)
BENCHMARK		ECONOMICS
INDICATOR / PROFICIENCY LEVEL	SS.p4.2:	Recognizes that people have wants and must make choices because resources and materials are limited (e.g., offers to take turns with scissors when only one pair is available). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR / PROFICIENCY LEVEL	SS.p4.3:	Demonstrates an understanding that money can be exchanged for goods and services. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD	KS.SS.p4.	SOCIAL STUDIES – Pre 4: “p4” (By 60 months)
BENCHMARK		GEOGRAPHY
INDICATOR / PROFICIENCY LEVEL	SS.p4.4:	Identifies and correctly uses terms related to location, direction and distance (e.g., up/down, here/there). <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
INDICATOR / PROFICIENCY LEVEL	SS.p4.5:	Creates simple “maps” or drawings of familiar places. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
INDICATOR / PROFICIENCY LEVEL	SS.p4.6:	Matches objects to usual locations and identifies features of familiar places (e.g., tree in a park, bed in a bedroom). <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
INDICATOR / PROFICIENCY LEVEL	SS.p4.7:	Identifies the four seasons and relates each season to basic clothing choices (e.g., shorts verses mittens, swimsuit verses heavy coat). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment
INDICATOR / PROFICIENCY LEVEL	SS.p4.8:	With adult support, participates in activities to preserve the environment (e.g., using the trash can and saving items that can be recycled). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment



STANDARD	KS.SS.p4.	SOCIAL STUDIES – Pre 4: “p4” (By 60 months)
BENCHMARK		KANSAS, UNITED STATES AND WORLD HISTORY
INDICATOR / PROFICIENCY LEVEL	SS.p4.9:	Describes some of the holidays, foods and special events related to his/her own culture or acts them out in dramatic play. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR / PROFICIENCY LEVEL	SS.p4.10:	Names city and state where he/she lives. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR / PROFICIENCY LEVEL	SS.p4.11:	Demonstrates an understanding of time in the context of daily experiences (e.g., tells parent that her friend was sick yesterday). <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
STANDARD	KS.CA.p4.	CREATIVE ARTS – Pre 4: “p4” (By 60 months)
BENCHMARK		DANCE
INDICATOR / PROFICIENCY LEVEL	CA.p4.1:	Physical:
INDICATOR	CA.p4.1a:	Explores one body part in conjunction with other body parts, balance on one foot. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
INDICATOR	CA.p4.1b:	Skips, slides, leaps. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STANDARD	KS.CA.p4.	CREATIVE ARTS – Pre 4: “p4” (By 60 months)
BENCHMARK		DANCE
INDICATOR / PROFICIENCY LEVEL	CA.p4.2:	Responding:
INDICATOR	CA.p4.2a:	Dances to music with varying tempos. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
INDICATOR	CA.p4.2b:	Creates simple rhythm patterns and is able to repeat them. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts

INDICATOR	CA.p4.2c:	Moves through combinations of pathways, straight, zigzag, diagonal, curve. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
INDICATOR	CA.p4.2d:	Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close). <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STANDARD	KS.CA.p4.	CREATIVE ARTS – Pre 4: “p4” (By 60 months)
BENCHMARK		DANCE
INDICATOR / PROFICIENCY LEVEL	CA.p4.3:	Creating:
INDICATOR	CA.p4.3a:	Creates movement based on imagery from pictures, books or other ideas. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
INDICATOR	CA.p4.3b:	Improvises a dance that has a beginning and an ending that uses 2 or more locomotor steps. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STANDARD	KS.CA.p4.	CREATIVE ARTS – Pre 4: “p4” (By 60 months)
BENCHMARK		DANCE
INDICATOR / PROFICIENCY LEVEL	CA.p4.4:	Understanding:
INDICATOR	CA.p4.4a:	Able to listen and carry out instruction. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
INDICATOR	CA.p4.4b:	Able to create movement and discovery. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STANDARD	KS.CA.p4.	CREATIVE ARTS – Pre 4: “p4” (By 60 months)
BENCHMARK		MUSIC
INDICATOR / PROFICIENCY LEVEL	CA.p4.5:	Physical:
INDICATOR	CA.p4.5a:	Participates in more complex songs and involves physical movement - finger plays, chants, etc. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
	KS.CA.p4.	CREATIVE ARTS – Pre 4: “p4” (By 60 months)



BENCHMARK		MUSIC
INDICATOR / PROFICIENCY LEVEL	CA.p4.6:	Responding:
INDICATOR	CA.p4.6a:	Demonstrates movement without prompting: march, hop, and tiptoe, skip. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
INDICATOR	CA.p4.6b:	Vocally repeats a note pattern using an 8 note scale. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STANDARD	KS.CA.p4.	CREATIVE ARTS – Pre 4: “p4” (By 60 months)
BENCHMARK		MUSIC
INDICATOR / PROFICIENCY LEVEL	CA.p4.7:	Creating:
INDICATOR	CA.p4.7a:	Creates own songs and movements, includes musical instruments. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
INDICATOR	CA.p4.7b:	Vocalizes and uses instruments in more complex music/songs. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STANDARD	KS.CA.p4.	CREATIVE ARTS – Pre 4: “p4” (By 60 months)
BENCHMARK		MUSIC
INDICATOR / PROFICIENCY LEVEL	CA.p4.8:	Understanding:
INDICATOR	CA.p4.8a:	Demonstrates an understanding of music vocabulary: loud/soft - forte/piano, fast/slow - staccato/legato. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
INDICATOR	CA.p4.8b:	Identifies basic notes and patterns: whole notes, ½ notes, ¼ notes. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STANDARD	KS.CA.p4.	CREATIVE ARTS – Pre 4: “p4” (By 60 months)
BENCHMARK		ACTING / THEATER
INDICATOR / PROFICIENCY LEVEL	CA.p4.9:	Physical:
INDICATOR	CA.p4.9a:	Takes a role in acting out a story. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language



INDICATOR	CA.p4.9b:	Creates dialogue specific to a type of character. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
STANDARD	KS.CA.p4.	CREATIVE ARTS – Pre 4: “p4” (By 60 months)
BENCHMARK		ACTING / THEATER
INDICATOR / PROFICIENCY LEVEL	CA.p4.10:	Responding:
INDICATOR	CA.p4.10a:	Anticipates story plot and structure of story. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
INDICATOR	CA.p4.10b:	Assumes roles in dramatic play situations. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
INDICATOR	CA.p4.10c:	Interacts with others in listening and responding in dramatic role. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
INDICATOR	CA.p4.10d:	Demonstrates feelings with body and voice. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
STANDARD	KS.CA.p4.	CREATIVE ARTS – Pre 4: “p4” (By 60 months)
BENCHMARK		ACTING / THEATER
INDICATOR / PROFICIENCY LEVEL	CA.p4.11:	Creating:
INDICATOR	CA.p4.11a:	Dictates a story. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
INDICATOR	CA.p4.11b:	Repeats dialogue and movement to tell a story. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
INDICATOR	CA.p4.11c:	Creates roles for self and others in dramatic play situations using body and dialogue. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language

INDICATOR	CA.p4.11d:	Uses costumes to create character with dialogue. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
INDICATOR	CA.p4.11e:	Creates and executes complicated plot with conflict and resolution verbally and physically. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
INDICATOR	CA.p4.11f:	Uses props/objects in creative ways to promote and create story. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
STANDARD	KS.CA.p4.	CREATIVE ARTS – Pre 4: “p4” (By 60 months)
BENCHMARK		ACTING / THEATER
INDICATOR / PROFICIENCY LEVEL	CA.p4.12:	Understanding:
INDICATOR	CA.p4.12a:	Retells stories. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
INDICATOR	CA.p4.12b:	Uses imagination to create dramatic roles. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
INDICATOR	CA.p4.12c:	Creates whole characters using imagination, puppets, inanimate objects (e.g., stuffed animals). <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
INDICATOR	CA.p4.12d:	Critiques drama experiences and find meaning/moral in story. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
STANDARD	KS.CA.p4.	CREATIVE ARTS – Pre 4: “p4” (By 60 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.p4.13:	Physical:
INDICATOR	CA.p4.13a:	Uses a variety of materials to create art. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts


INDICATOR	CA.p4.13b:	Shows skill with scissors. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD	KS.CA.p4.	CREATIVE ARTS – Pre 4: “p4” (By 60 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.p4.14:	Responding:
INDICATOR	CA.p4.14a:	Recognizes and describes various art forms - sculpture, painting, and printing. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
INDICATOR	CA.p4.14b:	Drawings suggest real life. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
INDICATOR	CA.p4.14c:	Drawings becoming better defined, more detail. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD	KS.CA.p4.	CREATIVE ARTS – Pre 4: “p4” (By 60 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.p4.15:	Creating:
INDICATOR	CA.p4.15a:	Tells stories/works out problems with drawings. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
INDICATOR	CA.p4.15b:	Combines multiple media (e.g., builds sculpture then paints sculpture; paints paper then prints on it). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD	KS.CA.p4.	CREATIVE ARTS – Pre 4: “p4” (By 60 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.p4.16:	Understanding:
INDICATOR	CA.p4.16a:	Demonstrates understanding of art vocabulary and concepts. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts

INDICATOR	CA.p4.16b:	Discusses own artistic creations and those of others. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
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Kansas Early Learning Standards
Ages Birth to 12 months, adopted 2013

STANDARD	KS.ATL.i.	APPROACHES TO LEARNING – Young Infant: “i” (By 8 months)
BENCHMARK		PERSISTENCE & ENGAGEMENT IN LEARNING: Engagement and Attention
INDICATOR / PROFICIENCY LEVEL	ATL.i.1:	Demonstrates awareness of happenings and surroundings. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
INDICATOR / PROFICIENCY LEVEL	ATL.i.2:	Controls caregiver’s attention by babbling, looking at face, smiling or at times looking away to disengage. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
INDICATOR / PROFICIENCY LEVEL	ATL.i.3:	Shows interest in other children. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STANDARD	KS.ATL.i.	APPROACHES TO LEARNING – Young Infant: “i” (By 8 months)
BENCHMARK		PERSISTENCE & ENGAGEMENT IN LEARNING: Persistence
INDICATOR / PROFICIENCY LEVEL	ATL.i.4:	Tries to reproduce interesting and pleasurable effects and events (e.g., swats at mobile, reaches out for objects). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
STANDARD	KS.ATL.i.	APPROACHES TO LEARNING – Young Infant: “i” (By 8 months)
BENCHMARK		INITIATIVE: Curiosity and Initiative

INDICATOR / PROFICIENCY LEVEL	ATL.i.5:	Shows preferences for certain toys or activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
INDICATOR / PROFICIENCY LEVEL	ATL.i.6:	Lifts arms toward caregiver to be picked up; explores own fingers and toes. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
STANDARD	KS.ATL.i.	APPROACHES TO LEARNING – Young Infant: “i” (By 8 months)
BENCHMARK		INITIATIVE: Sense of Competence
INDICATOR / PROFICIENCY LEVEL	ATL.i.7:	Repeats an action to get more effect (e.g., kicking in crib to shake mobile or smiling and cooing to get attention). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
INDICATOR / PROFICIENCY LEVEL	ATL.i.8:	Comforts self by cooing, babbling, clutching or mouthing favorite object (e.g., blanket or toy). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
STANDARD	KS.ATL.i.	APPROACHES TO LEARNING – Young Infant: “i” (By 8 months)
BENCHMARK		CREATIVITY: Problem Solving
INDICATOR / PROFICIENCY LEVEL	ATL.i.9:	Begins to exhibit response inhibition (e.g., waits briefly if instructed not to touch something). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.2 Responds to changes in an adult’s tone of voice and expression
INDICATOR / PROFICIENCY LEVEL	ATL.i.10:	Looks for caregiver response in new or uncertain situation. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
STANDARD	KS.ATL.i.	APPROACHES TO LEARNING – Young Infant: “i” (By 8 months)
BENCHMARK		CREATIVITY: Creativity and Flexibility

INDICATOR / PROFICIENCY LEVEL	ATL.i.11:	Shows interest in looking at, feeling or exploring new objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STANDARD	KS.PHD.i.	PHYSICAL HEALTH AND DEVELOPMENT – Young Infant: “i” (By 8 months)
BENCHMARK		LARGE MOTOR SKILLS
INDICATOR / PROFICIENCY LEVEL	PHD.i.1:	Crawls through and around objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
INDICATOR / PROFICIENCY LEVEL	PHD.i.2:	Demonstrates strength and control of head, arms, legs and trunk using purposeful movements (e.g., rolls from stomach to back, holds head and torso up on two hands, rocks back and forward while on hands and knees, sits steadily unsupported). <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment • Objective 5 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
INDICATOR / PROFICIENCY LEVEL	PHD.i.3:	Reaches for objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects
STANDARD	KS.PHD.i.	PHYSICAL HEALTH AND DEVELOPMENT – Young Infant: “i” (By 8 months)
BENCHMARK		FINE MOTOR SKILLS
INDICATOR / PROFICIENCY LEVEL	PHD.i.4:	Transfers objects from one hand to other. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
INDICATOR / PROFICIENCY LEVEL	PHD.i.5:	Grasps and releases object using entire hand. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
STANDARD	KS.PHD.i.	PHYSICAL HEALTH AND DEVELOPMENT – Young Infant: “i” (By 8 months)
 Teaching Strategies®		PHYSICAL FITNESS

INDICATOR / PROFICIENCY LEVEL	PHD.i.6:	<p>Interacts with caregivers in physical activities (e.g., tummy time, reaches for toy, kicks arms and legs when on back).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.2 Moves to explore immediate environment</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.2 Balances while exploring immediate environment</p>
STANDARD	KS.PHD.i.	PHYSICAL HEALTH AND DEVELOPMENT – Young Infant: “i” (By 8 months)
BENCHMARK		NUTRITION/HEALTHY EATING
INDICATOR / PROFICIENCY LEVEL	PHD.i.7:	<p>Communicates hunger and when full (e.g., eagerly accepts bottle, turns head or pushes away when full).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
STANDARD	KS.PHD.i.	PHYSICAL HEALTH AND DEVELOPMENT – Young Infant: “i” (By 8 months)
BENCHMARK		PERSONAL HYGIENE
INDICATOR / PROFICIENCY LEVEL	PHD.i.8:	<p>Signals need by crying (e.g., wet, hungry, tired, etc.).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
STANDARD	KS.PHD.i.	PHYSICAL HEALTH AND DEVELOPMENT – Young Infant: “i” (By 8 months)
BENCHMARK		SAFETY
INDICATOR / PROFICIENCY LEVEL	PHD.i.9:	<p>Shows preference for major caregiver.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.2 Demonstrates a secure attachment to one or more adults</p>
INDICATOR / PROFICIENCY LEVEL	PHD.i.10:	<p>Stops/waits when care-giver says “no” or gives a nonverbal cue for alarm/danger.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.2 Responds to changes in an adult’s tone of voice and expression</p>
STANDARD	KS.SED.i.	SOCIAL AND EMOTIONAL DEVELOPMENT – Young Infant: “i” (By 8 months)
BENCHMARK	SED.CD.	CHARACTER DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		FOUNDATIONS OF CHARACTER DEVELOPMENT: Develop, implement, promote and model core ethical and performance principles.



INDICATOR		No specific standard. No Correlations
STANDARD	KS.SED.i.	SOCIAL AND EMOTIONAL DEVELOPMENT – Young Infant: “i” (By 8 months)
BENCHMARK	SED.CD.	CHARACTER DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		FOUNDATIONS OF CHARACTER DEVELOPMENT: Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff and the community.
INDICATOR	SED.CD.i.1:	Initiates and engages in reciprocal (i.e., mutual give and take) interactions with familiar adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
STANDARD	KS.SED.i.	SOCIAL AND EMOTIONAL DEVELOPMENT – Young Infant: “i” (By 8 months)
BENCHMARK	SED.CD.	CHARACTER DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		FOUNDATIONS OF CHARACTER DEVELOPMENT: Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture.
INDICATOR	SED.CD.i.2:	Begins to form relationships with consistent caregivers. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
STANDARD	KS.SED.i.	SOCIAL AND EMOTIONAL DEVELOPMENT – Young Infant: “i” (By 8 months)
BENCHMARK	SED.CD.	CHARACTER DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		FOUNDATIONS OF CHARACTER DEVELOPMENT: Create a caring community by taking steps to prevent peer cruelty and violence and dealing with it effectively when it occurs whether digitally, verbally, physically and/or relationally.
INDICATOR		No specific standard. No Correlations
STANDARD	KS.SED.i.	SOCIAL AND EMOTIONAL DEVELOPMENT – Young Infant: “i” (By 8 months)
BENCHMARK	SED.R.	RESPONSIBLE DECISION MAKING & PROBLEM SOLVING
INDICATOR / PROFICIENCY LEVEL		Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities and short-term and long-term goals.
INDICATOR		No specific standard. No Correlations



STANDARD	KS.SED.i.	SOCIAL AND EMOTIONAL DEVELOPMENT – Young Infant: “i” (By 8 months)
BENCHMARK	SED.R.	RESPONSIBLE DECISION MAKING & PROBLEM SOLVING
INDICATOR / PROFICIENCY LEVEL		Organize personal time and managing personal responsibilities effectively.
INDICATOR		No specific standard. No Correlations
STANDARD	KS.SED.i.	SOCIAL AND EMOTIONAL DEVELOPMENT – Young Infant: “i” (By 8 months)
BENCHMARK	SED.R.	RESPONSIBLE DECISION MAKING & PROBLEM SOLVING
INDICATOR / PROFICIENCY LEVEL		Play a developmentally appropriate role in classroom management and school governance.
INDICATOR	SED.R.i.1:	Initiates interactions and seeks close proximity to familiar adults who provide consistent nurturing. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
STANDARD	KS.SED.i.	SOCIAL AND EMOTIONAL DEVELOPMENT – Young Infant: “i” (By 8 months)
BENCHMARK	SED.R.	RESPONSIBLE DECISION MAKING & PROBLEM SOLVING
INDICATOR / PROFICIENCY LEVEL		Develop, implement and model effective problem solving skills.
INDICATOR	SED.R.i.2:	See ATL.i.10 No Correlations
STANDARD	KS.SED.i.	SOCIAL AND EMOTIONAL DEVELOPMENT – Young Infant: “i” (By 8 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-AWARENESS: Understand and analyze thoughts and emotions.
INDICATOR	SED.PD.i.1:	Expresses a variety of emotions through facial expressions, gestures, movement and sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
STANDARD	KS.SED.i.	SOCIAL AND EMOTIONAL DEVELOPMENT – Young Infant: “i” (By 8 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-AWARENESS: Identify and assess personal qualities and external supports.
INDICATOR	SED.PD.i.2:	Begins to understand self as separate person from others. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self

STANDARD	KS.SED.i.	SOCIAL AND EMOTIONAL DEVELOPMENT – Young Infant: “i” (By 8 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-MANAGEMENT: Understand and practice strategies for managing thoughts and behaviors.
INDICATOR	SED.PD.i.3:	<p>Comforts self in by rocking body or other simple ways.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.4 Comforts self by seeking out special object or person</p>
INDICATOR	SED.PD.i.4:	<p>Communicates needs for help through vocalizations and gestures.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
STANDARD	KS.SED.i.	SOCIAL AND EMOTIONAL DEVELOPMENT – Young Infant: “i” (By 8 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-MANAGEMENT: Reflect on perspectives and emotional responses.
INDICATOR	SED.PD.i.5:	<p>Imitates the expression of feelings of those around them.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.2 Reacts to others’ emotional expressions</p>
STANDARD	KS.SED.i.	SOCIAL AND EMOTIONAL DEVELOPMENT – Young Infant: “i” (By 8 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-MANAGEMENT: Set, monitor, adapt and evaluate goals to achieve success in school and life.
INDICATOR	SED.PD.i.6:	<p>See ATL.i.4</p> <p>No Correlations</p>
STANDARD	KS.SED.i.	SOCIAL AND EMOTIONAL DEVELOPMENT – Young Infant: “i” (By 8 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SOCIAL AWARENESS: Demonstrate awareness of the thoughts, feelings and perspective of others.
INDICATOR	SED.SD.i.1:	<p>Reacts to emotional expressions of others.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.2 Reacts to others’ emotional expressions</p>



STANDARD	KS.SED.i.	SOCIAL AND EMOTIONAL DEVELOPMENT – Young Infant: “i” (By 8 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SOCIAL AWARENESS: Demonstrate awareness of cultural issues and a respect for human dignity and differences.
INDICATOR	SED.SD.i.2:	<p>Responds to people and objects in their immediate environment based on past experience.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.2 Reacts to others’ emotional expressions</p>
STANDARD	KS.SED.i.	SOCIAL AND EMOTIONAL DEVELOPMENT – Young Infant: “i” (By 8 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		INTERPERSONAL SKILLS: Demonstrate communication and social skills to interact effectively.
INDICATOR	SED.SD.i.3:	<p>Shows interest in other children.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions</p>
INDICATOR	SED.SD.i.4:	<p>Repeats actions that elicit social responses from others.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.2 Reacts to others’ emotional expressions</p>
STANDARD	KS.SED.i.	SOCIAL AND EMOTIONAL DEVELOPMENT – Young Infant: “i” (By 8 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		INTERPERSONAL SKILLS: Develop and maintain positive relationships.
INDICATOR	SED.SD.i.5:	<p>Initiates and engages in reciprocal (i.e., mutual give and take) interactions with familiar adults.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.2 Demonstrates a secure attachment to one or more adults</p>
STANDARD	KS.SED.i.	SOCIAL AND EMOTIONAL DEVELOPMENT – Young Infant: “i” (By 8 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		INTERPERSONAL SKILLS: Demonstrate an ability to prevent, manage and resolve interpersonal conflicts.

INDICATOR		No specific standard. No Correlations
STANDARD	KS.CL.i.	COMMUNICATIONS AND LITERACY – Young Infant: “i” (By 8 months)
BENCHMARK	CL.L.	LITERATURE
INDICATOR / PROFICIENCY LEVEL		Key Ideas and Details
INDICATOR	CL.L.i.1:	Sits on adult’s lap while being read to and gazes at pictures in books and pats individual pictures. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
STANDARD	KS.CL.i.	COMMUNICATIONS AND LITERACY – Young Infant: “i” (By 8 months)
BENCHMARK	CL.L.	LITERATURE
INDICATOR / PROFICIENCY LEVEL		Craft and Structure
INDICATOR	CL.L.i.2:	Shows interest in books, pictures, songs and rhyming (e.g., cuddles and looks at caregiver’s face while being read to, follows caregivers gaze to look at a picture in a book, babbles while being read to). <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
STANDARD	KS.CL.i.	COMMUNICATIONS AND LITERACY – Young Infant: “i” (By 8 months)
BENCHMARK	CL.L.	LITERATURE
INDICATOR / PROFICIENCY LEVEL		Integration of Knowledge and Ideas
INDICATOR	CL.L.i.3:	Shows interest in photo graphs of familiar people/objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.1 Emerging to 14a.2 Recognizes people, objects, and animals in pictures or photographs
STANDARD	KS.CL.i.	COMMUNICATIONS AND LITERACY – Young Infant: “i” (By 8 months)
BENCHMARK	CL.L.	LITERATURE
INDICATOR / PROFICIENCY LEVEL		Range of Reading and Level of Text Complexity

INDICATOR	CL.L.i.4:	Listens briefly to stories being read by an adult. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
STANDARD	KS.CL.i.	COMMUNICATIONS AND LITERACY – Young Infant: “i” (By 8 months)
BENCHMARK	CL.IT.	INFORMATIONAL TEXT (NON-FICTION)
INDICATOR / PROFICIENCY LEVEL		Key Ideas and Details
INDICATOR	CL.IT.i.1:	See CL.L.i.1. No Correlations
STANDARD	KS.CL.i.	COMMUNICATIONS AND LITERACY – Young Infant: “i” (By 8 months)
BENCHMARK	CL.IT.	INFORMATIONAL TEXT (NON-FICTION)
INDICATOR / PROFICIENCY LEVEL		Craft and Structure
INDICATOR	CL.IT.i.2:	Shows interest in books and pictures (e.g., cuddles and looks at caregiver’s face while being read to; follows caregiver’s gaze to look at a picture in a book; babbles while being read to). <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
STANDARD	KS.CL.i.	COMMUNICATIONS AND LITERACY – Young Infant: “i” (By 8 months)
BENCHMARK	CL.IT.	INFORMATIONAL TEXT (NON-FICTION)
INDICATOR / PROFICIENCY LEVEL		Integration of Knowledge and Ideas
INDICATOR	CL.IT.i.3:	Randomly points to pictures in a book. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
STANDARD	KS.CL.i.	COMMUNICATIONS AND LITERACY – Young Infant: “i” (By 8 months)
BENCHMARK	CL.IT.	INFORMATIONAL TEXT (NON-FICTION)
INDICATOR / PROFICIENCY LEVEL		Range of Reading and Level of Text Complexity
INDICATOR	CL.IT.i.4:	Listens briefly to texts being read with an adult. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books



STANDARD	KS.CL.i.	COMMUNICATIONS AND LITERACY – Young Infant: “i” (By 8 months)
BENCHMARK	CL.F.	FOUNDATIONAL SKILLS
INDICATOR / PROFICIENCY LEVEL		Print Concepts
INDICATOR	CL.F.i.1:	<p>Explores books by touching, patting and mouthing.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>
STANDARD	KS.CL.i.	COMMUNICATIONS AND LITERACY – Young Infant: “i” (By 8 months)
BENCHMARK	CL.F.	FOUNDATIONAL SKILLS
INDICATOR / PROFICIENCY LEVEL		Phonological Awareness
INDICATOR	CL.F.i.2:	<p>Plays and experiments with sounds through cooing, babbling and simple sounds (e.g., “ee, ah, da, pa, ma”).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.2 Babbles strings of single consonant sounds and combines sounds</p>
STANDARD	KS.CL.i.	COMMUNICATIONS AND LITERACY – Young Infant: “i” (By 8 months)
BENCHMARK	CL.F.	FOUNDATIONAL SKILLS
INDICATOR / PROFICIENCY LEVEL		Phonics and Word Recognition
INDICATOR		<p>No specific standard.</p> <p>No Correlations</p>
STANDARD	KS.CL.i.	COMMUNICATIONS AND LITERACY – Young Infant: “i” (By 8 months)
BENCHMARK	CL.F.	FOUNDATIONAL SKILLS
INDICATOR / PROFICIENCY LEVEL		Fluency
INDICATOR		<p>No specific standard.</p> <p>No Correlations</p>
STANDARD	KS.CL.i.	COMMUNICATIONS AND LITERACY – Young Infant: “i” (By 8 months)
BENCHMARK	CL.W.	WRITING
INDICATOR / PROFICIENCY LEVEL		Text Types and Purposes
INDICATOR	CL.W.i.1:	<p>Shows ability to transfer and manipulate an object with hands (e.g., grasps a rattle, let’s go of it and tries to grasp it again).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.2 Reaches for, touches, and holds objects purposefully</p>

INDICATOR	CL.W.i.2:	Grasps objects using entire hand. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
STANDARD	KS.CL.i.	COMMUNICATIONS AND LITERACY – Young Infant: “i” (By 8 months)
BENCHMARK	CL.W.	WRITING
INDICATOR / PROFICIENCY LEVEL		Production and Distribution of Writing
INDICATOR		No specific standard. No Correlations
STANDARD	KS.CL.i.	COMMUNICATIONS AND LITERACY – Young Infant: “i” (By 8 months)
BENCHMARK	CL.W.	WRITING
INDICATOR / PROFICIENCY LEVEL		Research to Build and Present Knowledge
INDICATOR		No specific standard. No Correlations
STANDARD	KS.CL.i.	COMMUNICATIONS AND LITERACY – Young Infant: “i” (By 8 months)
BENCHMARK	CL.SL.	SPEAKING & LISTENING
INDICATOR / PROFICIENCY LEVEL		Comprehension and Collaboration
INDICATOR	CL.SL.i.1:	Reacts to adults through vocalizations and/or facial expressions in response to social contact and sounds produced by others. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
INDICATOR	CL.SL.i.2:	Listens to and begins to respond to familiar words (e., own name, bottle, mom). <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
INDICATOR	CL.SL.i.3:	Uses gestures, movements or vocalizations to gain attention of a familiar person. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
	KS.CL.i.	COMMUNICATIONS AND LITERACY – Young Infant: “i” (By 8 months)

BENCHMARK	CL.SL.	SPEAKING & LISTENING
INDICATOR / PROFICIENCY LEVEL		Presentation of Knowledge and Ideas
INDICATOR	CL.SL.i.4:	<p>Uses gestures, movements or vocalizations to communicate wants and needs.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate</p>
INDICATOR	CL.SL.i.5:	<p>Uses differing cries to signal various needs.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate</p>
INDICATOR	CL.SL.i.6:	<p>Uses some consonant vowel (CV) combinations (e.g., ba, pa,ma).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.2 Babbles strings of single consonant sounds and combines sounds</p>
STANDARD	KS.CL.i.	COMMUNICATIONS AND LITERACY – Young Infant: “i” (By 8 months)
BENCHMARK	CL.LS.	LANGUAGE STANDARDS
INDICATOR / PROFICIENCY LEVEL		Conventions of Standard English
INDICATOR		<p>No specific standard.</p> <p>No Correlations</p>
STANDARD	KS.CL.i.	COMMUNICATIONS AND LITERACY – Young Infant: “i” (By 8 months)
BENCHMARK	CL.LS.	LANGUAGE STANDARDS
INDICATOR / PROFICIENCY LEVEL		Vocabulary Acquisition and Use
INDICATOR	CL.LS.i.1:	<p>Recognizes the names of familiar people and objects (e.g., looks at mommy when someone says “where’s mommy?”, reaches for bottle when asked “do you want your bottle?”).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others</p>
STANDARD	KS.M.i.	MATHEMATICS – Young Infant: “i” (By 8 months)
BENCHMARK	M.CC.	COUNTING & CARDINALITY
INDICATOR / PROFICIENCY LEVEL		Know number names and the count sequence

INDICATOR		No specific standard. No Correlations
STANDARD	KS.M.i.	MATHEMATICS – Young Infant: “i” (By 8 months)
BENCHMARK	M.CC.	COUNTING & CARDINALITY
INDICATOR / PROFICIENCY LEVEL		Count to tell the number of objects
INDICATOR		No specific standard. No Correlations
STANDARD	KS.M.i.	MATHEMATICS – Young Infant: “i” (By 8 months)
BENCHMARK	M.CC.	COUNTING & CARDINALITY
INDICATOR / PROFICIENCY LEVEL		Compare Numbers
INDICATOR	M.CC.i.1:	Holds an object in each hand. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.1 Emerging to 20b.2 Demonstrates understanding of the concepts of one, two, and more
STANDARD	KS.M.i.	MATHEMATICS – Young Infant: “i” (By 8 months)
BENCHMARK	M.OA.	OPERATIONS & ALGEBRAIC THINKING
INDICATOR / PROFICIENCY LEVEL		Understand addition as putting together and adding to and understand subtraction as taking apart and taking from
INDICATOR	M.OA.i.1:	Initiates repeated movements (e.g., makes cooing sound repeatedly when interacting with an adult, kicks repeated times at an object). <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
STANDARD	KS.M.i.	MATHEMATICS – Young Infant: “i” (By 8 months)
BENCHMARK	M.MD.	MEASUREMENT & DATA
INDICATOR / PROFICIENCY LEVEL		Describe and compare measurable attributes
INDICATOR	M.MD.i.1:	Explores properties of objects (e.g., looks for what is making a sound, drops a toy and watches it fall). <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.1 Emerging to 22a.2 Makes simple comparisons between two objects
STANDARD	KS.M.i.	MATHEMATICS – Young Infant: “i” (By 8 months)
BENCHMARK	M.MD.	MEASUREMENT & DATA
INDICATOR / PROFICIENCY LEVEL		Classify objects and count the number of objects in each category

INDICATOR	M.MD.i.2:	<p>Notices the difference between familiar and unfamiliar people, objects and places (e.g., looks back and forth between people or objects as if comparing them; explores objects by banging, shaking or hitting them).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.1 Emerging to 13.2 Matches similar objects</p>
STANDARD	KS.M.i.	MATHEMATICS – Young Infant: “i” (By 8 months)
BENCHMARK	M.G.	GEOMETRY
INDICATOR / PROFICIENCY LEVEL		Identify and Describe Shapes
INDICATOR	M.G.i.1:	<p>Exhibits some sense of size, color and shape recognition of objects in the environment.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.1 Emerging to 21b.2 Matches two identical shapes</p>
STANDARD	KS.M.i.	MATHEMATICS – Young Infant: “i” (By 8 months)
BENCHMARK	M.G.	GEOMETRY
INDICATOR / PROFICIENCY LEVEL		Analyze, compare, create and compose shapes
INDICATOR	M.G.i.2:	<p>Explores the properties of objects by reaching for and grasping a toy or by mouthing the object.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.1 Emerging to 21b.2 Matches two identical shapes</p>
STANDARD	KS.S.i.	SCIENCE – Young Infant: “i” (By 8 months)
BENCHMARK		MOTION & STABILITY: FORCES & INTERACTIONS
INDICATOR / PROFICIENCY LEVEL	S.i.1:	<p>Occasionally uses simple problem-solving to reach objects (e.g., pulls on blanket on which object lies).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>
INDICATOR / PROFICIENCY LEVEL	S.i.2:	<p>Repeats behaviors to figure out cause and effect (e.g., shakes a rattle to make the sound; toy released from up high always drops down).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.2 Repeats actions to obtain similar results</p>
STANDARD	KS.S.i.	SCIENCE – Young Infant: “i” (By 8 months)
		ENERGY



INDICATOR / PROFICIENCY LEVEL		No specific standard. No Correlations
STANDARD	KS.S.i.	SCIENCE – Young Infant: “i” (By 8 months)
BENCHMARK		FROM MOLECULES TO ORGANISMS: STRUCTURES & PROCESSES
INDICATOR / PROFICIENCY LEVEL	S.i.3:	Shows interest in animals. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STANDARD	KS.S.i.	SCIENCE – Young Infant: “i” (By 8 months)
BENCHMARK		EARTH’S SYSTEMS
INDICATOR / PROFICIENCY LEVEL	S.i.4:	Turns head toward or away from weather. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STANDARD	KS.S.i.	SCIENCE – Young Infant: “i” (By 8 months)
BENCHMARK		EARTH & HUMAN ACTIVITY
INDICATOR / PROFICIENCY LEVEL		No specific standard. No Correlations
STANDARD	KS.S.S.i.	SOCIAL STUDIES – Young Infant: “i” (By 8 months)
BENCHMARK		GOVERNMENT
INDICATOR / PROFICIENCY LEVEL	SS.i.1:	Shows awareness of self and of other people. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STANDARD	KS.S.S.i.	SOCIAL STUDIES – Young Infant: “i” (By 8 months)
BENCHMARK		ECONOMICS
INDICATOR / PROFICIENCY LEVEL	SS.i.2:	Demonstrates beginning awareness of objects in the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STANDARD	KS.S.S.i.	SOCIAL STUDIES – Young Infant: “i” (By 8 months)
BENCHMARK		GEOGRAPHY
INDICATOR / PROFICIENCY LEVEL		No specific standard. No Correlations



STANDARD	KS.S.S.i.	SOCIAL STUDIES – Young Infant: “i” (By 8 months)
BENCHMARK		KANSAS, UNITED STATES & WORLD HISTORY
INDICATOR / PROFICIENCY LEVEL		No specific standard. No Correlations
STANDARD	KS.C.A.i.	CREATIVE ARTS – Young Infant: “i” (By 8 months)
BENCHMARK		DANCE
INDICATOR / PROFICIENCY LEVEL	CA.i.1:	Physical:
INDICATOR	CA.i.1a:	Moves body parts (e.g., sits with support). <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
INDICATOR	CA.i.1b:	Can focus on an object and follow it with focus. <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
STANDARD	KS.C.A.i.	CREATIVE ARTS – Young Infant: “i” (By 8 months)
BENCHMARK		DANCE
INDICATOR / PROFICIENCY LEVEL	CA.i.2:	Responding:
INDICATOR	CA.i.2a:	Responds to sounds, visual images and motions. No Correlations
STANDARD	KS.C.A.i.	CREATIVE ARTS – Young Infant: “i” (By 8 months)
BENCHMARK		DANCE
INDICATOR / PROFICIENCY LEVEL	CA.i.3:	Creating:
INDICATOR	CA.i.3a:	Reaches for caregiver and objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STANDARD	KS.C.A.i.	CREATIVE ARTS – Young Infant: “i” (By 8 months)
BENCHMARK		DANCE
INDICATOR / PROFICIENCY LEVEL	CA.i.4:	Understanding:

INDICATOR	CA.i.4a:	Moves body when happy and excited. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
STANDARD	KS.C.A.i.	CREATIVE ARTS – Young Infant: “i” (By 8 months)
BENCHMARK		MUSIC
INDICATOR / PROFICIENCY LEVEL	CA.i.5:	Physical:
INDICATOR	CA.i.5a:	Attends to sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
INDICATOR	CA.i.5b:	Begins to make vocal sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
STANDARD	KS.C.A.i.	CREATIVE ARTS – Young Infant: “i” (By 8 months)
BENCHMARK		MUSIC
INDICATOR / PROFICIENCY LEVEL	CA.i.6:	Responding:
INDICATOR	CA.i.6a:	Moves body to music. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STANDARD	KS.C.A.i.	CREATIVE ARTS – Young Infant: “i” (By 8 months)
BENCHMARK		MUSIC
INDICATOR / PROFICIENCY LEVEL	CA.i.7:	Creating:
INDICATOR	CA.i.7a:	Demonstrates shaking or banging objects or toys. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
STANDARD	KS.C.A.i.	CREATIVE ARTS – Young Infant: “i” (By 8 months)
BENCHMARK		MUSIC
INDICATOR / PROFICIENCY LEVEL	CA.i.8:	Understanding:



INDICATOR	CA.i.8a:	Attends to music and rhythm patterns through caregiver touch and music exposure. <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
STANDARD	KS.C.A.i.	CREATIVE ARTS – Young Infant: “i” (By 8 months)
BENCHMARK		ACTINGTHEATER
INDICATOR / PROFICIENCY LEVEL	CA.i.9:	Physical:
INDICATOR	CA.i.9a:	Responds to sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
INDICATOR	CA.i.9b:	Expresses needs with different sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
STANDARD	KS.C.A.i.	CREATIVE ARTS – Young Infant: “i” (By 8 months)
BENCHMARK		ACTINGTHEATER
INDICATOR / PROFICIENCY LEVEL	CA.i.10:	Responding:
INDICATOR	CA.i.10a:	Responds to voices. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
INDICATOR	CA.i.10b:	Repeats sounds vocally and physically. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
INDICATOR	CA.i.10c:	Responds to songs, chants, nursery rhymes, rhythms, pictures in books. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
	KS.C.A.i.	CREATIVE ARTS – Young Infant: “i” (By 8 months)



BENCHMARK		ACTINGTHEATER
INDICATOR / PROFICIENCY LEVEL	CA.i.11:	Creating:
INDICATOR	CA.i.11a:	<p>Begins cooing, babbling.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.2 Vocalizes and gestures to communicate</p>
STANDARD	KS.C.A.i.	CREATIVE ARTS – Young Infant: “i” (By 8 months)
BENCHMARK		ACTINGTHEATER
INDICATOR / PROFICIENCY LEVEL	CA.i.12:	Understanding:
INDICATOR	CA.i.12a:	<p>Listens to stories, books, etc.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>
INDICATOR	CA.i.12b:	<p>Looks at pictures and points.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>
INDICATOR	CA.i.12c:	<p>Recognizes songs and specific books or pictures.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <p>Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs</p>
STANDARD	KS.C.A.i.	CREATIVE ARTS – Young Infant: “i” (By 8 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.i.13:	Physical:
INDICATOR	CA.i.13a:	<p>Responds to light, color.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.2 Pays attention to sights and sounds</p>

INDICATOR	CA.i.13b:	Explores sensory materials. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STANDARD	KS.C.A.i.	CREATIVE ARTS – Young Infant: “i” (By 8 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.i.14:	Responding:
INDICATOR	CA.i.14a:	Responds to various textures and sensory materials - fabric, water, sand, etc. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STANDARD	KS.C.A.i.	CREATIVE ARTS – Young Infant: “i” (By 8 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.i.15:	Creating:
INDICATOR	CA.i.15a:	Splashes water, blows bubbles. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STANDARD	KS.C.A.i.	CREATIVE ARTS – Young Infant: “i” (By 8 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.i.16:	Understanding:
INDICATOR	CA.i.16a:	Beginning to imitate sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
INDICATOR	CA.i.16b:	Favors objects/sensory materials. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment

INDICATOR	CA.i.16c:	May attach to a special object - blanket, “lovey.” <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
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Kansas Early Learning Standards

Ages 13-24 months, adopted 2013

STANDARD	KS.A.T.L.mi.	APPROACHES TO LEARNING – Mobile Infant: “mi” (By 18 months)
BENCHMARK		PERSISTENCE & ENGAGEMENT IN LEARNING: Engagement and Attention
INDICATOR / PROFICIENCY LEVEL	ATL.mi.1:	Focuses on an activity, but is easily distracted. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
INDICATOR / PROFICIENCY LEVEL	ATL.mi.2:	Actively participates in social games with adults, anticipating own turn (e.g., peekaboo). <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
STANDARD	KS.A.T.L.mi.	APPROACHES TO LEARNING – Mobile Infant: “mi” (By 18 months)
BENCHMARK		PERSISTENCE & ENGAGEMENT IN LEARNING: Persistence
INDICATOR / PROFICIENCY LEVEL	ATL.mi.3:	Repeats actions intentionally to achieve a goal (e.g., drops food on the floor so adult will engage in the ‘pick it up’ game). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
INDICATOR / PROFICIENCY LEVEL	ATL.mi.4:	Executes simple 2-step plan (i.e., means-to-end task). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
STANDARD	KS.A.T.L.mi.	APPROACHES TO LEARNING – Mobile Infant: “mi” (By 18 months)
BENCHMARK		INITIATIVE: Curiosity and Initiative

INDICATOR / PROFICIENCY LEVEL	ATL.mi.5:	<p>Explores the environment through a variety of senses.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment</p>
INDICATOR / PROFICIENCY LEVEL	ATL.mi.6:	<p>Chooses toys/things for play.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment</p>
STANDARD	KS.A.T.L.mi.	APPROACHES TO LEARNING – Mobile Infant: “mi” (By 18 months)
BENCHMARK		INITIATIVE: Sense of Competence
INDICATOR / PROFICIENCY LEVEL	ATL.mi.7:	<p>Shows a sense of satisfaction when making things happen (e.g., claps with delight after touching a toy to make the music play).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results</p>
INDICATOR / PROFICIENCY LEVEL	ATL.mi.8:	<p>Points or protests to indicate likes and dislikes.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self</p>
INDICATOR / PROFICIENCY LEVEL	ATL.mi.9:	<p>Expresses and responds to a variety of emotions.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others’ emotional expressions</p>
STANDARD	KS.A.T.L.mi.	APPROACHES TO LEARNING – Mobile Infant: “mi” (By 18 months)
BENCHMARK		CREATIVITY: Problem Solving
INDICATOR / PROFICIENCY LEVEL	ATL.mi.10:	<p>Seeks out trusted adult for comfort or support and/or accepts adult assistance.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person</p>

INDICATOR / PROFICIENCY LEVEL	ATL.mi.11:	<p>Tries to do things on own.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self</p>
STANDARD	KS.A.T.L.mi.	APPROACHES TO LEARNING – Mobile Infant: “mi” (By 18 months)
BENCHMARK		CREATIVITY: Creativity and Flexibility
INDICATOR / PROFICIENCY LEVEL	ATL.mi.12:	<p>Makes discoveries about self, others and the environment through play (e.g., loudly bangs a spoon on the table, notices the sound and does it again).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment</p>
INDICATOR / PROFICIENCY LEVEL	ATL.mi.13:	<p>May apply something already learned to something new (e.g., bangs spoon on table, then bangs spoon on overturned bowl).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways</p>
INDICATOR / PROFICIENCY LEVEL	ATL.mi.14:	<p>May test caregiver’s response to new or uncertain situation (e.g., reaching for forbidden object and then checking adult response).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.3 Emerging to 1b.4 Accepts redirection from adults</p>
STANDARD	KS.PHD.mi.	PHYSICAL HEALTH AND DEVELOPMENT – Mobile Infant: “mi” (By 18 months)
BENCHMARK		LARGE MOTOR SKILLS
INDICATOR / PROFICIENCY LEVEL	PHD.mi.1:	<p>Creeps up/down stairs.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving</p>
INDICATOR / PROFICIENCY LEVEL	PHD.mi.2:	<p>Takes independent steps.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving</p>

INDICATOR / PROFICIENCY LEVEL	PHD.mi.3:	<p>Throws ball and other objects independently.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements</p>
STANDARD	KS.PHD.mi.	PHYSICAL HEALTH AND DEVELOPMENT – Mobile Infant: “mi” (By 18 months)
BENCHMARK		FINE MOTOR SKILLS
INDICATOR / PROFICIENCY LEVEL	PHD.mi.4:	<p>Coordinates the use of arms, hands and fingers to accomplish tasks (e.g., drinks from bottle, cup by self, holds a spoon).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
INDICATOR / PROFICIENCY LEVEL	PHD.mi.5:	<p>Coordinates eye-hand movements (e.g., putting things in a box).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
STANDARD	KS.PHD.mi.	PHYSICAL HEALTH AND DEVELOPMENT – Mobile Infant: “mi” (By 18 months)
BENCHMARK		PHYSICAL FITNESS
INDICATOR / PROFICIENCY LEVEL	PHD.mi.6:	<p>Participates in active physical play (e.g., crawls and climbs over and under).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements</p>
STANDARD	KS.PHD.mi.	PHYSICAL HEALTH AND DEVELOPMENT – Mobile Infant: “mi” (By 18 months)
BENCHMARK		NUTRITION/HEALTHY EATING
INDICATOR / PROFICIENCY LEVEL	PHD.mi.7:	<p>Eats during regular meals and snack times; anticipates routine meals and asks for more if still hungry.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self</p>
STANDARD	KS.PHD.mi.	PHYSICAL HEALTH AND DEVELOPMENT – Mobile Infant: “mi” (By 18 months)
		PERSONAL HYGIENE

INDICATOR / PROFICIENCY LEVEL	PHD.mi.8:	Indicates when pants are wet and need to be changed. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STANDARD	KS.PHD.mi.	PHYSICAL HEALTH AND DEVELOPMENT – Mobile Infant: “mi” (By 18 months)
BENCHMARK		SAFETY
INDICATOR / PROFICIENCY LEVEL	PHD.mi.9:	Follows adult interaction/guidance regarding safety (e.g., walk, gentle touch, climbs in car seat, holds caregivers hand). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STANDARD	KS.SED.mi.	SOCIAL AND EMOTIONAL DEVELOPMENT – Mobile Infant: “mi” (By 18 months)
BENCHMARK	SED.CD.	CHARACTER DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		FOUNDATIONS OF CHARACTER DEVELOPMENT: Develop, implement, promote and model core ethical and performance principles.
INDICATOR		No specific standard. No Correlations
STANDARD	KS.SED.mi.	SOCIAL AND EMOTIONAL DEVELOPMENT – Mobile Infant: “mi” (By 18 months)
BENCHMARK	SED.CD.	CHARACTER DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		FOUNDATIONS OF CHARACTER DEVELOPMENT: Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff and the community.
INDICATOR	SED.CD.mi.1:	Participates in routines and experiences that involve give and take interaction with familiar adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
STANDARD	KS.SED.mi.	SOCIAL AND EMOTIONAL DEVELOPMENT – Mobile Infant: “mi” (By 18 months)
BENCHMARK	SED.CD.	CHARACTER DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		FOUNDATIONS OF CHARACTER DEVELOPMENT: Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture.

INDICATOR	SED.CD.mi.2:	Demonstrates a secure relationship with at least one consistent caregiver. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
STANDARD	KS.SED.mi.	SOCIAL AND EMOTIONAL DEVELOPMENT – Mobile Infant: “mi” (By 18 months)
BENCHMARK	SED.CD.	CHARACTER DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		FOUNDATIONS OF CHARACTER DEVELOPMENT: Create a caring community by taking steps to prevent peer cruelty and violence and dealing with it effectively when it occurs whether digitally, verbally, physically and/or relationally.
INDICATOR		No specific standard. No Correlations
STANDARD	KS.SED.mi.	SOCIAL AND EMOTIONAL DEVELOPMENT – Mobile Infant: “mi” (By 18 months)
BENCHMARK	SED.R.	RESPONSIBLE DECISION MAKING AND PROBLEM SOLVING
INDICATOR / PROFICIENCY LEVEL		Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities and short-term and long-term goals.
INDICATOR	SED.R.mi.1:	Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
STANDARD	KS.SED.mi.	SOCIAL AND EMOTIONAL DEVELOPMENT – Mobile Infant: “mi” (By 18 months)
BENCHMARK	SED.R.	RESPONSIBLE DECISION MAKING AND PROBLEM SOLVING
INDICATOR / PROFICIENCY LEVEL		Organize personal time and managing personal responsibilities effectively.
INDICATOR	SED.R.mi.2:	Anticipates and participates in some familiar routines with adult assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
STANDARD	KS.SED.mi.	SOCIAL AND EMOTIONAL DEVELOPMENT – Mobile Infant: “mi” (By 18 months)
BENCHMARK	SED.R.	RESPONSIBLE DECISION MAKING AND PROBLEM SOLVING
INDICATOR / PROFICIENCY LEVEL		Play a developmentally appropriate role in classroom management and school governance.

INDICATOR	SED.R.mi.3:	Explores environment in the presence of familiar adults with whom they have developed a relationship over an extended period of time. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
STANDARD	KS.SED.mi.	SOCIAL AND EMOTIONAL DEVELOPMENT – Mobile Infant: “mi” (By 18 months)
BENCHMARK	SED.R.	RESPONSIBLE DECISION MAKING AND PROBLEM SOLVING
INDICATOR / PROFICIENCY LEVEL		Develop, implement and model effective problem solving skills.
INDICATOR	SED.R.mi.4:	Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
STANDARD	KS.SED.mi.	SOCIAL AND EMOTIONAL DEVELOPMENT – Mobile Infant: “mi” (By 18 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-AWARENESS: Understand and analyze thoughts and emotions.
INDICATOR	SED.PD.mi.1:	Communicates a variety of emotions purposefully and intentionally. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
STANDARD	KS.SED.mi.	SOCIAL AND EMOTIONAL DEVELOPMENT – Mobile Infant: “mi” (By 18 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-AWARENESS: Identify and assess personal qualities and external supports.
INDICATOR	SED.PD.mi.2:	Recognizes self as separate person with distinct characteristics. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
STANDARD	KS.SED.mi.	SOCIAL AND EMOTIONAL DEVELOPMENT – Mobile Infant: “mi” (By 18 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-MANAGEMENT: Understand and practice strategies for managing thoughts and behaviors.
INDICATOR	SED.PD.mi.3:	Comforts self in a variety of ways. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person



INDICATOR	SED.PD.mi.4:	Seeks close proximity to familiar adults for security and support, especially when distressed. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
STANDARD	KS.SED.mi.	SOCIAL AND EMOTIONAL DEVELOPMENT – Mobile Infant: “mi” (By 18 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-MANAGEMENT: Reflect on perspectives and emotional responses.
INDICATOR	SED.PD.mi.5:	Demonstrates an awareness of others’ feelings (e.g., cries or grimaces at the discomfort of others; matches facial expression of caregiver). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
STANDARD	KS.SED.mi.	SOCIAL AND EMOTIONAL DEVELOPMENT – Mobile Infant: “mi” (By 18 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-MANAGEMENT: Set, monitor, adapt and evaluate goals to achieve success in school and life.
INDICATOR	SED.PD.mi.6:	Seeks to achieve a specific goal (e.g., stretches to reach toy). See ATL.mi.3 <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STANDARD	KS.SED.mi.	SOCIAL AND EMOTIONAL DEVELOPMENT – Mobile Infant: “mi” (By 18 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SOCIAL AWARENESS: Demonstrate awareness of the thoughts, feelings and perspective of others.
INDICATOR	SED.SD.mi.1:	Demonstrates awareness of feelings expressed by others. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others’ emotional expressions
STANDARD	KS.SED.mi.	SOCIAL AND EMOTIONAL DEVELOPMENT – Mobile Infant: “mi” (By 18 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SOCIAL AWARENESS: Demonstrate awareness of cultural issues and a respect for human dignity and differences.

INDICATOR	SED.SD.mi.2:	Identifies similarities and differences in objects and people by showing and pointing. No Correlations
STANDARD	KS.SED.mi.	SOCIAL AND EMOTIONAL DEVELOPMENT – Mobile Infant: “mi” (By 18 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		INTERPERSONAL SKILLS: Demonstrate communication and social skills to interact effectively.
INDICATOR	SED.SD.mi.3:	Briefly engages in simple interaction with another child. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
STANDARD	KS.SED.mi.	SOCIAL AND EMOTIONAL DEVELOPMENT – Mobile Infant: “mi” (By 18 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		INTERPERSONAL SKILLS: Develop and maintain positive relationships.
INDICATOR	SED.SD.mi.4:	Participates in routines and experiences that involve mutual give and take interactions with familiar adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
STANDARD	KS.SED.mi.	SOCIAL AND EMOTIONAL DEVELOPMENT – Mobile Infant: “mi” (By 18 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		INTERPERSONAL SKILLS: Demonstrate an ability to prevent, manage and resolve interpersonal conflicts.
INDICATOR	SED.SD.mi.5:	Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
STANDARD	KS.CL.mi.	COMMUNICATIONS AND LITERACY – Mobile Infant: “mi” (By 18 months)
BENCHMARK	CL.L	LITERATURE
INDICATOR / PROFICIENCY LEVEL		Key Ideas and Details


INDICATOR	CL.L.mi.1:	<p>Responds to a verbal prompt by pointing to requested picture (e.g., “Oh look there is a cow, can you show me the cow?”).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
STANDARD	KS.CL.mi.	COMMUNICATIONS AND LITERACY – Mobile Infant: “mi” (By 18 months)
BENCHMARK	CL.L	LITERATURE
INDICATOR / PROFICIENCY LEVEL		Craft and Structure
INDICATOR	CL.L.mi.2:	<p>Actively participates in book reading, storytelling and singing (e.g., reaching for the pages of a board book when a caregiver is reading a book and looking at it with the child, points to picture of a dog and makes a barking noise).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books</p>
STANDARD	KS.CL.mi.	COMMUNICATIONS AND LITERACY – Mobile Infant: “mi” (By 18 months)
BENCHMARK	CL.L	LITERATURE
INDICATOR / PROFICIENCY LEVEL		Integration of Knowledge and Ideas
INDICATOR	CL.L.mi.3:	<p>Randomly points to familiar pictures in a book.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books</p>
INDICATOR	CL.L.mi.4:	<p>Names familiar people/objects in photographs.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
STANDARD	KS.CL.mi.	COMMUNICATIONS AND LITERACY – Mobile Infant: “mi” (By 18 months)
BENCHMARK	CL.L	LITERATURE
INDICATOR / PROFICIENCY LEVEL		Range of Reading and Level of Text Complexity
INDICATOR	CL.L.mi.5:	<p>Listens to stories being read by an adult.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books</p>



STANDARD	KS.CL.mi.	COMMUNICATIONS AND LITERACY – Mobile Infant: “mi” (By 18 months)
BENCHMARK	CL.IT.	INFORMATIONAL TEXT (NON-FICTION)
INDICATOR / PROFICIENCY LEVEL		Key Ideas and Details
INDICATOR	CL.IT.mi.1:	<p>Responds to a verbal prompt by pointing to requested picture. (e.g., “Oh look there is a cow; can you show me the cow?”).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
STANDARD	KS.CL.mi.	COMMUNICATIONS AND LITERACY – Mobile Infant: “mi” (By 18 months)
BENCHMARK	CL.IT.	INFORMATIONAL TEXT (NON-FICTION)
INDICATOR / PROFICIENCY LEVEL		Craft and Structure
INDICATOR	CL.IT.mi.2:	<p>Actively participates in book reading, storytelling and singing (e.g., reaching for the pages of a board book when a caregiver is reading a book and looking at it with the child, points to a picture of a dog and makes a barking noise).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>
STANDARD	KS.CL.mi.	COMMUNICATIONS AND LITERACY – Mobile Infant: “mi” (By 18 months)
BENCHMARK	CL.IT.	INFORMATIONAL TEXT (NON-FICTION)
INDICATOR / PROFICIENCY LEVEL		Integration of Knowledge and Ideas
INDICATOR	CL.IT.mi.3:	<p>See CL.L.mi.3.</p> <p>No Correlations</p>
STANDARD	KS.CL.mi.	COMMUNICATIONS AND LITERACY – Mobile Infant: “mi” (By 18 months)
BENCHMARK	CL.IT.	INFORMATIONAL TEXT (NON-FICTION)
INDICATOR / PROFICIENCY LEVEL		Range of Reading and Level of Text Complexity
INDICATOR	CL.IT.mi.4:	<p>Listens to texts being read by an adult.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>
STANDARD	KS.CL.mi.	COMMUNICATIONS AND LITERACY – Mobile Infant: “mi” (By 18 months)
BENCHMARK	CL.F.	FOUNDATIONAL SKILLS
INDICATOR / PROFICIENCY LEVEL		Print Concepts

INDICATOR	CL.F.mi.1:	Explores a book by turning the pages (may be more than one at a time or back to front). <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
INDICATOR	CL.F.mi.2:	Plays with objects with letters on them (e.g., alphabet blocks). <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
STANDARD	KS.CL.mi.	COMMUNICATIONS AND LITERACY – Mobile Infant: “mi” (By 18 months)
BENCHMARK	CL.F.	FOUNDATIONAL SKILLS
INDICATOR / PROFICIENCY LEVEL		Phonological Awareness
INDICATOR	CL.F.mi.3:	Shows a varied response to sounds in the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
INDICATOR	CL.F.mi.4:	Demonstrates enjoyment when listening to nursery rhymes, finger plays, jingles, songs and books that are read to them (e.g., smiles, laughs, pats pictures with hand). <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
STANDARD	KS.CL.mi.	COMMUNICATIONS AND LITERACY – Mobile Infant: “mi” (By 18 months)
BENCHMARK	CL.F.	FOUNDATIONAL SKILLS
INDICATOR / PROFICIENCY LEVEL		Phonics and Word Recognition
INDICATOR		No specific standard. No Correlations
STANDARD	KS.CL.mi.	COMMUNICATIONS AND LITERACY – Mobile Infant: “mi” (By 18 months)
BENCHMARK	CL.F.	FOUNDATIONAL SKILLS
INDICATOR / PROFICIENCY LEVEL		Fluency

INDICATOR	CL.F.mi.5:	Begins to vocalize as if reading when looking at a book. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
STANDARD	KS.CL.mi.	COMMUNICATIONS AND LITERACY – Mobile Infant: “mi” (By 18 months)
BENCHMARK	CL.W.	WRITING
INDICATOR / PROFICIENCY LEVEL		Text Types and Purposes
INDICATOR	CL.W.mi.1:	Picks up objects between thumb and finger (i.e., pincer grasp). <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
INDICATOR	CL.W.mi.2:	Uses a full-hand grasp to hold a writing tool to make scribbles. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message
STANDARD	KS.CL.mi.	COMMUNICATIONS AND LITERACY – Mobile Infant: “mi” (By 18 months)
BENCHMARK	CL.W.	WRITING
INDICATOR / PROFICIENCY LEVEL		Production and Distribution of Writing
INDICATOR		No specific standard. No Correlations
STANDARD	KS.CL.mi.	COMMUNICATIONS AND LITERACY – Mobile Infant: “mi” (By 18 months)
BENCHMARK	CL.W.	WRITING
INDICATOR / PROFICIENCY LEVEL		Research to Build and Present Knowledge
INDICATOR		No specific standard. No Correlations
STANDARD	KS.CL.mi.	COMMUNICATIONS AND LITERACY – Mobile Infant: “mi” (By 18 months)
BENCHMARK	CL.SL.	SPEAKING AND LISTENING
INDICATOR / PROFICIENCY LEVEL		Comprehension and Collaboration

INDICATOR	CL.SL.mi.1:	<p>Interacts with caregivers and peers using gestures, sounds and words (e.g., waves, shakes head “no”, reaches to be lifted up).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.2 Vocalizes and gestures to communicate</p>
INDICATOR	CL.SL.mi.2:	<p>Shows understanding of simple requests and of statements referring to people and objects around him or her (e.g., shakes head for “no”, says “mama”).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language b. Follows directions <p>Objective 8b.4 Follows simple requests not accompanied by gestures</p>
INDICATOR	CL.SL.mi.3:	<p>Uses gestures, movements or vocalizations to initiate interactions to get needs met (e.g., reaches to be lifted up, points to desired item).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.2 Vocalizes and gestures to communicate</p>
STANDARD	KS.CL.mi.	COMMUNICATIONS AND LITERACY – Mobile Infant: “mi” (By 18 months)
BENCHMARK	CL.SL.	SPEAKING AND LISTENING
INDICATOR / PROFICIENCY LEVEL		Presentation of Knowledge and Ideas
INDICATOR	CL.SL.mi.4:	<p>Demonstrates an understanding of a few simple concepts (e.g., puts hands up to indicate they are “so big” or pulls hand away when something is hot).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.2 Uses one- or two-word sentences or phrases</p>
INDICATOR	CL.SL.mi.5:	<p>Speaks so that familiar adults can understand about 50% of what child says.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>
STANDARD	KS.CL.mi.	COMMUNICATIONS AND LITERACY – Mobile Infant: “mi” (By 18 months)
BENCHMARK	CL.LS.	LANGUAGE STANDARDS
INDICATOR / PROFICIENCY LEVEL		Conventions of Standard English
INDICATOR		No specific standard.
 Teaching Strategies®		No Correlations

STANDARD	KS.CL.mi.	COMMUNICATIONS AND LITERACY – Mobile Infant: “mi” (By 18 months)
BENCHMARK	CL.LS.	LANGUAGE STANDARDS
INDICATOR / PROFICIENCY LEVEL		Vocabulary Acquisition and Use
INDICATOR	CL.LS.mi.1:	Shows understanding of simple requests and of statements referring to familiar people and objects around him/her (e.g., looks toward door when caregiver says, “Your daddy’s here”). <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
STANDARD	KS.M.mi.	MATHEMATICS – Mobile Infant: “mi” (By 18 months)
BENCHMARK	M.CC.	COUNTING AND CARDINALITY
INDICATOR / PROFICIENCY LEVEL		Know number names and the count sequence
INDICATOR	M.CC.mi.1:	Names some number words but not in sequence. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.2 Verbally counts (not always in the correct order)
STANDARD	KS.M.mi.	MATHEMATICS – Mobile Infant: “mi” (By 18 months)
BENCHMARK	M.CC.	COUNTING AND CARDINALITY
INDICATOR / PROFICIENCY LEVEL		Count to tell the number of objects
INDICATOR	M.CC.mi.2:	Attends to quantities when interacting with objects (e.g., communicates “more” and “all gone” when eating from a bowl of cheerios, fills containers of different sizes with objects). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
STANDARD	KS.M.mi.	MATHEMATICS – Mobile Infant: “mi” (By 18 months)
BENCHMARK	M.CC.	COUNTING AND CARDINALITY
INDICATOR / PROFICIENCY LEVEL		Compare Numbers
INDICATOR	M.CC.mi.3:	Places objects using one to one correspondence but does not fully understand this created equal groups (e.g., child places one toy in each container during play but doesn’t understand there are the same number of toys and containers). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.2 Verbally counts (not always in the correct order)
STANDARD	KS.M.mi.	MATHEMATICS – Mobile Infant: “mi” (By 18 months)
BENCHMARK	M.OA.	OPERATIONS AND ALGEBRAIC THINKING

INDICATOR / PROFICIENCY LEVEL		Understand addition as putting together and adding to and understand subtraction as taking apart and taking from
INDICATOR	M.OA.mi.1:	Imitates adult-initiated movement patterns (e.g., copies adult movements such as clapping, puts hands near eyes during a game of peek a boo). <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
STANDARD	KS.M.mi.	MATHEMATICS – Mobile Infant: “mi” (By 18 months)
BENCHMARK	M.MD.	MEASUREMENT AND DATA
INDICATOR / PROFICIENCY LEVEL		Describe and compare measurable attributes
INDICATOR	M.MD.mi.1:	Shows awareness of the size of objects where the size difference is great (e.g., communicates “big ball”, shows a preference for the bigger over the smaller toy). <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
STANDARD	KS.M.mi.	MATHEMATICS – Mobile Infant: “mi” (By 18 months)
BENCHMARK	M.MD.	MEASUREMENT AND DATA
INDICATOR / PROFICIENCY LEVEL		Classify objects and count the number of objects in each category
INDICATOR	M.MD.mi.2:	Matches two objects that are the same and selects similar items from a group (e.g., matches two identical toys, points out all the blue plates at snack). <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.2 Matches similar objects
STANDARD	KS.M.mi.	MATHEMATICS – Mobile Infant: “mi” (By 18 months)
BENCHMARK	M.G.	GEOMETRY
INDICATOR / PROFICIENCY LEVEL		Identify and Describe Shapes
INDICATOR	M.G.mi.1:	Explores geometric shapes through manipulating objects (e.g., blocks, containers, other objects). <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
STANDARD	KS.M.mi.	MATHEMATICS – Mobile Infant: “mi” (By 18 months)
BENCHMARK	M.G.	GEOMETRY
INDICATOR / PROFICIENCY LEVEL		Analyze, compare, create and compose shapes

INDICATOR	M.G.mi.2:	Uses trial and error strategies to fit objects together (e.g., experiments with how objects fit in space: stack, sorts, dumps, pushes, pulls, twists, turns). <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
STANDARD	KS.S.mi.	SCIENCE – Mobile Infant: “mi” (By 18 months)
BENCHMARK		MOTION AND STABILITY: FORCES AND INTERACTIONS
INDICATOR / PROFICIENCY LEVEL	S.mi.1:	Purposefully initiates actions on objects to make things happen (e.g., banging on pots / pan, touches different parts of a musical toy to make the music start again). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR / PROFICIENCY LEVEL	S.mi.2:	Notifies objects in motion and acts on that object to replicate the motion (e.g., pushes button on pop up toy, dropping items). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
STANDARD	KS.S.mi.	SCIENCE – Mobile Infant: “mi” (By 18 months)
BENCHMARK		ENERGY
INDICATOR / PROFICIENCY LEVEL		No specific standard. No Correlations
STANDARD	KS.S.mi.	SCIENCE – Mobile Infant: “mi” (By 18 months)
BENCHMARK		FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES
INDICATOR / PROFICIENCY LEVEL	S.mi.3:	Shows interest in living things and observes and/or engages with them in a respectful way (e.g., is gentle with animals, plants). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STANDARD	KS.S.mi.	SCIENCE – Mobile Infant: “mi” (By 18 months)
BENCHMARK		EARTH’S SYSTEMS

INDICATOR / PROFICIENCY LEVEL	S.mi.4:	Demonstrates a variety of responses to changes in weather. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STANDARD	KS.S.mi.	SCIENCE – Mobile Infant: “mi” (By 18 months)
BENCHMARK		EARTH AND HUMAN ACTIVITY
INDICATOR / PROFICIENCY LEVEL		No specific standard. No Correlations
STANDARD	KS.SS.mi.	SOCIAL STUDIES – Mobile Infant: “mi” (By 18 months)
BENCHMARK		GOVERNMENT
INDICATOR / PROFICIENCY LEVEL	SS.mi.1:	Prefers familiar adults over strangers. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
STANDARD	KS.SS.mi.	SOCIAL STUDIES – Mobile Infant: “mi” (By 18 months)
BENCHMARK		ECONOMICS
INDICATOR / PROFICIENCY LEVEL	SS.mi.2:	Identifies objects as “mine.” <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.2 Responds appropriately to others’ expressions of wants
STANDARD	KS.SS.mi.	SOCIAL STUDIES – Mobile Infant: “mi” (By 18 months)
BENCHMARK		GEOGRAPHY
INDICATOR / PROFICIENCY LEVEL	SS.mi.3:	Demonstrates an understanding that objects and persons exist when not in sight. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
STANDARD	KS.SS.mi.	SOCIAL STUDIES – Mobile Infant: “mi” (By 18 months)
BENCHMARK		KANSAS, UNITED STATES & WORLD HISTORY
INDICATOR / PROFICIENCY LEVEL	SS.mi.4:	Recognizes and anticipates familiar routines. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events



STANDARD	KS.CA.mi.	CREATIVE ARTS – Mobile Infant: “mi” (By 18 months)
BENCHMARK		DANCE
INDICATOR / PROFICIENCY LEVEL	CA.mi.1:	Physical:
INDICATOR	CA.mi.1a:	<p>Pulls up to standing.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p>
INDICATOR	CA.mi.1b:	<p>Sits without support.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.4 Experiments with different ways of balancing</p>
STANDARD	KS.CA.mi.	CREATIVE ARTS – Mobile Infant: “mi” (By 18 months)
BENCHMARK		DANCE
INDICATOR / PROFICIENCY LEVEL	CA.mi.2:	Responding:
INDICATOR	CA.mi.2a:	<p>Reacts to vocal or observed cues.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.2 Shows an interest in the speech of others</p>
INDICATOR	CA.mi.2b:	<p>Responds to movement that has a beat or rhythm.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 23 Demonstrates knowledge of patterns <p>Objective 23.2 Shows interest in simple patterns in everyday life</p>
INDICATOR	CA.mi.2c:	<p>Follows some observed actions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language b. Follows directions <p>Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice</p>
STANDARD	KS.CA.mi.	CREATIVE ARTS – Mobile Infant: “mi” (By 18 months)
BENCHMARK		DANCE
INDICATOR / PROFICIENCY LEVEL	CA.mi.3:	Creating:

INDICATOR	CA.mi.3a:	Starts and stops with music cues with adult guidance. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice
INDICATOR	CA.mi.3b:	Explores bending, stretching, small and big. <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing
STANDARD	KS.CA.mi.	CREATIVE ARTS – Mobile Infant: “mi” (By 18 months)
BENCHMARK		DANCE
INDICATOR / PROFICIENCY LEVEL	CA.mi.4:	Understanding:
INDICATOR	CA.mi.4a:	Controls some body movements. <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing
INDICATOR	CA.mi.4b:	Demonstrates following simple directions. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice
STANDARD	KS.CA.mi.	CREATIVE ARTS – Mobile Infant: “mi” (By 18 months)
BENCHMARK		MUSIC
INDICATOR / PROFICIENCY LEVEL	CA.mi.5:	Physical:
INDICATOR	CA.mi.5a:	Responds physically to various rhythmic patterns in sound. <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
INDICATOR	CA.mi.5b:	Vocalizes in response to rhythm. <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
STANDARD	KS.CA.mi.	CREATIVE ARTS – Mobile Infant: “mi” (By 18 months)
		MUSIC



INDICATOR / PROFICIENCY LEVEL	CA.mi.6:	Responding:
INDICATOR	CA.mi.6a:	Identifies sources of sounds (i.e., dog, cat, car, etc.). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
INDICATOR	CA.mi.6b:	Moves to music-rhythm. <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
STANDARD	KS.CA.mi.	CREATIVE ARTS – Mobile Infant: “mi” (By 18 months)
BENCHMARK		MUSIC
INDICATOR / PROFICIENCY LEVEL	CA.mi.7:	Creating:
INDICATOR	CA.mi.7a:	Chooses from variety of objects (instruments/toys). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	CA.mi.7b:	Explores bringing objects together to make sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
STANDARD	KS.CA.mi.	CREATIVE ARTS – Mobile Infant: “mi” (By 18 months)
BENCHMARK		MUSIC
INDICATOR / PROFICIENCY LEVEL	CA.mi.8:	Understanding:
INDICATOR	CA.mi.8a:	Follows and tracks various types of music through movement, facial expressions, verbalizes. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
INDICATOR	CA.mi.8b:	Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc.). <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
STANDARD	KS.CA.mi.	CREATIVE ARTS – Mobile Infant: “mi” (By 18 months)
BENCHMARK		ACTING/THEATER
INDICATOR / PROFICIENCY LEVEL	CA.mi.9:	Physical:



INDICATOR	CA.mi.9a:	Imitates words. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
INDICATOR	CA.mi.9b:	Responds to another voice. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating
INDICATOR	CA.mi.9c:	Follows simple directions. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice
STANDARD	KS.CA.mi.	CREATIVE ARTS – Mobile Infant: “mi” (By 18 months)
BENCHMARK		ACTING/THEATER
INDICATOR / PROFICIENCY LEVEL	CA.mi.10:	Responding:
INDICATOR	CA.mi.10a:	Enjoys listening to stories, songs. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds
INDICATOR	CA.mi.10b:	Understands and responds to pictures in books that create story. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
INDICATOR	CA.mi.10c:	Initiates interaction with familiar people. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations
STANDARD	KS.CA.mi.	CREATIVE ARTS – Mobile Infant: “mi” (By 18 months)
		ACTING/THEATER



INDICATOR / PROFICIENCY LEVEL	CA.mi.11:	Creating:
INDICATOR	CA.mi.11a:	<p>Uses vocal intonation.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>
INDICATOR	CA.mi.11b:	<p>Demonstrates simple character/animal sounds with motions.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
STANDARD	KS.CA.mi.	CREATIVE ARTS – Mobile Infant: “mi” (By 18 months)
BENCHMARK		ACTING/THEATER
INDICATOR / PROFICIENCY LEVEL	CA.mi.12:	Understanding:
INDICATOR	CA.mi.12a:	<p>Responds to favorite stories.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books</p>
INDICATOR	CA.mi.12b:	<p>Repeats repetitive phrases of stories at appropriate times or anticipates and verbalizes action of story.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.2 Contributes particular language from the book at the appropriate time</p>
STANDARD	KS.CA.mi.	CREATIVE ARTS – Mobile Infant: “mi” (By 18 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.mi.13:	Physical:
INDICATOR	CA.mi.13a:	<p>Scribbles with crayon.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>

INDICATOR	CA.mi.13b:	<p>Crawls on textures fabric, wood, bubble wrap.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
STANDARD	KS.CA.mi.	CREATIVE ARTS – Mobile Infant: “mi” (By 18 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.mi.14:	Responding:
INDICATOR	CA.mi.14a:	<p>Examines small objects and details.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
INDICATOR	CA.mi.14b:	<p>Grasps objects with thumb and pointer finger.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
STANDARD	KS.CA.mi.	CREATIVE ARTS – Mobile Infant: “mi” (By 18 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.mi.15:	Creating:
INDICATOR	CA.mi.15a:	<p>Explores sensory materials - non-toxic paint, finger-paint, paper, play dough, sand.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
STANDARD	KS.CA.mi.	CREATIVE ARTS – Mobile Infant: “mi” (By 18 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.mi.16:	Understanding:
INDICATOR	CA.mi.16a:	<p>Repeats actions, sounds, activities, etc.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.2 Repeats actions to obtain similar results</p>

Kansas Early Learning Standards

Ages 25-36 months, adopted 2013

STANDARD	KS.ATL.t.	APPROACHES TO LEARNING – Toddler: “t” (By 36 months)
BENCHMARK		PERSISTENCE AND ENGAGEMENT IN LEARNING: Engagement and Attention
INDICATOR / PROFICIENCY LEVEL	ATL.t.1:	<p>Begins to maintain focus, despite distractions, during brief delays in task.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
INDICATOR / PROFICIENCY LEVEL	ATL.t.2:	<p>Plays side-by-side with another child, at times observing, imitating or engaging child in play.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways</p>
INDICATOR / PROFICIENCY LEVEL	ATL.t.3:	<p>Continues to play when a caregiver leaves the area.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
STANDARD	KS.ATL.t.	APPROACHES TO LEARNING – Toddler: “t” (By 36 months)
BENCHMARK		PERSISTENCE AND ENGAGEMENT IN LEARNING: Persistence
INDICATOR / PROFICIENCY LEVEL	ATL.t.4:	<p>Engages in self-initiated activities for a sustained period of time.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
INDICATOR / PROFICIENCY LEVEL	ATL.t.5:	<p>Returns to an activity after being distracted.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
STANDARD	KS.ATL.t.	APPROACHES TO LEARNING – Toddler: “t” (By 36 months)
BENCHMARK		INITIATIVE: Curiosity and Initiative



INDICATOR / PROFICIENCY LEVEL	ATL.t.6:	Explores materials in the environment to cause a result (e.g., takes things apart, turns faucet on and off, pours water in sand box to fill a hole). • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
INDICATOR / PROFICIENCY LEVEL	ATL.t.7:	Expresses preferences for familiar people, books, toys and activities; often insists on some choices. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR / PROFICIENCY LEVEL	ATL.t.8:	Asks questions about items/objects. • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
STANDARD	KS.ATL.t.	APPROACHES TO LEARNING – Toddler: “t” (By 36 months)
BENCHMARK		INITIATIVE: Sense of Competence
INDICATOR / PROFICIENCY LEVEL	ATL.t.9:	Refers to own abilities when communicating with others (e.g., “I’ll do it!” or “Watch me!”). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR / PROFICIENCY LEVEL	ATL.t.10:	May show assertiveness (e.g., giving orders to others). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR / PROFICIENCY LEVEL	ATL.t.11:	Feels comfortable in a variety of places with familiar adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
STANDARD	KS.ATL.t.	APPROACHES TO LEARNING – Toddler: “t” (By 36 months)
BENCHMARK		CREATIVITY: Problem Solving

INDICATOR / PROFICIENCY LEVEL	ATL.t.12:	Seeks alternate method when first attempt fails and/or seeks adult assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
INDICATOR / PROFICIENCY LEVEL	ATL.t.13:	Observes and imitates how other people solve problems (e.g., blows on warm cereal after seeing someone blow on cereal). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
INDICATOR / PROFICIENCY LEVEL	ATL.t.14:	Sometimes remembers and follows simple rules and routines, with adult guidance; stops doing something when directed by an adult. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.5 Emerging to 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
STANDARD	KS.ATL.t.	APPROACHES TO LEARNING – Toddler: “t” (By 36 months)
BENCHMARK		CREATIVITY: Creativity and Flexibility
INDICATOR / PROFICIENCY LEVEL	ATL.t.15:	Imitates others in using objects in new and/or unanticipated ways during play (e.g., imitates child who puts basket on head as a hat). <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
INDICATOR / PROFICIENCY LEVEL	ATL.t.16:	May change behavior based on previous learning. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
STANDARD	KS.PHD.t.	PHYSICAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK		LARGE MOTOR SKILLS

INDICATOR / PROFICIENCY LEVEL	PHD.t.1:	Maintains balance when performing actions (e.g., squats and stands back up, bends over, picks up objects and stacks back up). <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences
INDICATOR / PROFICIENCY LEVEL	PHD.t.2:	Catches a ball with both hands. <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements
INDICATOR / PROFICIENCY LEVEL	PHD.t.3:	Begins to run. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STANDARD	KS.PHD.t.	PHYSICAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK		FINE MOTOR SKILLS
INDICATOR / PROFICIENCY LEVEL	PHD.t.4:	Coordinates the use of arms, hands and fingers to accomplish more complex tasks (e.g., uses a spoon to scoop up food and bring it to mouth, uses scissors to snip small cuts on a piece of paper). <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
STANDARD	KS.PHD.t.	PHYSICAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK		PHYSICAL FITNESS
INDICATOR / PROFICIENCY LEVEL	PHD.t.5:	Participates in active physical play (e.g., runs, uses playground equipment). <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STANDARD	KS.PHD.t.	PHYSICAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK		NUTRITION/HEALTHY EATING
INDICATOR / PROFICIENCY LEVEL	PHD.t.6:	Makes simple food choices and has food preferences, demonstrates a willingness to try new foods. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

STANDARD	KS.PHD.t.	PHYSICAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK		PERSONAL HYGIENE
INDICATOR / PROFICIENCY LEVEL	PHD.t.7:	<p>Washes hands and face with assistance.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
INDICATOR / PROFICIENCY LEVEL	PHD.t.8:	<p>May begin to initiate interest in self-toileting.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
STANDARD	KS.PHD.t.	PHYSICAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK		SAFETY
INDICATOR / PROFICIENCY LEVEL	PHD.t.9:	<p>Follows adult interaction/guidance regarding safety (e.g., walk, gentle touch, climbs in car seat, holds caregivers hand).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
INDICATOR / PROFICIENCY LEVEL	PHD.t.10:	<p>Alerts adults to potential harmful situations.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.CD.	CHARACTER DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		FOUNDATIONS OF CHARACTER DEVELOPMENT: Develop, implement, promote and model core ethical and performance principles.
INDICATOR		<p>No specific standard.</p> <p>No Correlations</p>
STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.CD.	CHARACTER DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		FOUNDATIONS OF CHARACTER DEVELOPMENT: Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff and the community.

INDICATOR	SED.CD.t.1:	<p>Interacts with familiar adults to communicate about experiences, ideas or to solve problems.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.6 Manages separations without distress and engages with trusted adults</p>
INDICATOR	SED.CD.t.2:	<p>Feels comfortable in a variety of places with familiar adults.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.6 Manages separations without distress and engages with trusted adults</p>
STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.CD.	CHARACTER DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		FOUNDATIONS OF CHARACTER DEVELOPMENT: Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture.
INDICATOR	SED.CD.t.3:	<p>Begins to more easily separate from caregiver.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.6 Manages separations without distress and engages with trusted adults</p>
STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.CD.	CHARACTER DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		FOUNDATIONS OF CHARACTER DEVELOPMENT: Create a caring community by taking steps to prevent peer cruelty and violence and dealing with it effectively when it occurs whether digitally, verbally, physically and/or relationally.
INDICATOR		<p>No specific standard.</p> <p>No Correlations</p>
STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.R.	RESPONSIBLE DECISION MAKING AND PROBLEM SOLVING
INDICATOR / PROFICIENCY LEVEL		Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities and short-term and long-term goals.
INDICATOR	SED.R.t.1:	<p>Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.4 Comforts self by seeking out special object or person</p>



STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.R.	RESPONSIBLE DECISION MAKING AND PROBLEM SOLVING
INDICATOR / PROFICIENCY LEVEL		Organize personal time and managing personal responsibilities effectively.
INDICATOR	SED.R.t.2:	Remembers and follows expectations for familiar routines some of the time, but may find it hard to transition from preferred activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.5 Emerging to 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.R.	RESPONSIBLE DECISION MAKING AND PROBLEM SOLVING
INDICATOR / PROFICIENCY LEVEL		Play a developmentally appropriate role in classroom management and school governance.
INDICATOR	SED.R.t.3:	Feels comfortable in a variety of places with familiar adults nearby. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
INDICATOR	SED.R.t.4:	Continues to play when familiar adult leaves area. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.R.	RESPONSIBLE DECISION MAKING AND PROBLEM SOLVING
INDICATOR / PROFICIENCY LEVEL		Develop, implement and model effective problem solving skills.
INDICATOR	SED.R.t.5:	See SED.R.t.1 No Correlations
STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-AWARENESS: Understand and analyze thoughts and emotions.

INDICATOR	SED.PD.t.1:	Shows awareness of own emotions and uses verbal and nonverbal ways to express simple (e.g., happy, sad, mad, afraid) and more complex emotions (e.g., pride, embarrassment, shame and guilt). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-AWARENESS: Identify and assess personal qualities and external supports.
INDICATOR	SED.PD.t.2:	Shows awareness of self as belonging to one or more groups. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	SED.PD.t.3:	Identifies own feelings, needs and interests. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-MANAGEMENT: Understand and practice strategies for managing thoughts and behaviors.
INDICATOR	SED.PD.t.4:	Anticipates the need for comfort and tries to prepare for changes in routine. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
INDICATOR	SED.PD.t.5:	Seeks close proximity to familiar adults for security and support, especially when distressed. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-MANAGEMENT: Reflect on perspectives and emotional responses.

INDICATOR	SED.PD.t.6:	Demonstrates increasing awareness of others' feelings. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
INDICATOR	SED.PD.t.7:	May respond to peer's distress by doing something to make him/her feel better (e.g., say "hug" to crying peer; offer peer their blanket or toy). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: "t" (By 36 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-MANAGEMENT: Set, monitor, adapt and evaluate goals to achieve success in school and life.
INDICATOR	SED.PD.t.8:	See ATL.t.4 No Correlations
STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: "t" (By 36 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SOCIAL AWARENESS: Demonstrate awareness of the thoughts, feelings and perspective of others.
INDICATOR	SED.SD.t.1:	Begins to identify own feelings, needs and interests and show awareness that others have feelings. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
INDICATOR	SED.SD.t.2:	Responds in caring ways to another's distress in some situations. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: "t" (By 36 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SOCIAL AWARENESS: Demonstrate awareness of cultural issues and a respect for human dignity and differences.



INDICATOR	SED.SD.t.3:	Expresses preferences for familiar people, books, toys and activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	SED.SD.t.4:	Uses previous learning to inform new experiences with people and objects in their environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		INTERPERSONAL SKILLS: Demonstrate communication and social skills to interact effectively.
INDICATOR	SED.SD.t.5:	Plays side-by-side with another child, at times observing, imitating or engaging child in play. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		INTERPERSONAL SKILLS: Develop and maintain positive relationships.
INDICATOR	SED.SD.t.6:	Seeks out trusted adult for comfort or support. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
INDICATOR	SED.SD.t.7:	Shows interest in unfamiliar adults with support from familiar adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		INTERPERSONAL SKILLS: Demonstrate an ability to prevent, manage and resolve interpersonal conflicts.



INDICATOR	SED.SD.t.8:	Demonstrates an increasing capacity to manage actions and emotional expressions with guidance from adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.4 Seeks adult help to resolve social problems
INDICATOR	SED.SD.t.9:	Seeks adult assistance when encountering a problem. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.4 Seeks adult help to resolve social problems
STANDARD	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)
BENCHMARK	CL.L.	LITERATURE
INDICATOR / PROFICIENCY LEVEL		Key Ideas and Details
INDICATOR	CL.L.t.1:	With prompting and support, asks and answers simple questions about story content using pictures. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures
INDICATOR	CL.L.t.2:	Retells some events from a familiar story with close adult prompting (e.g., T: Tell me what happened to baby bear’s chair?” C: “It broke”). <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.2 Retells some events or information from a familiar story or other text with close adult prompting
STANDARD	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)
BENCHMARK	CL.L.	LITERATURE
INDICATOR / PROFICIENCY LEVEL		Craft and Structure
INDICATOR	CL.L.t.3:	Shows an appreciation for reading books, telling stories and singing (e.g., initiates reading a book, telling a story or singing a song, listens as caregiver reads a short story). <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)



BENCHMARK	CL.L.	LITERATURE
INDICATOR / PROFICIENCY LEVEL		Integration of Knowledge and Ideas
INDICATOR	CL.L.t.4:	<p>Given a familiar repetitive and predictable story, anticipates what comes next based on pictures and begins to fill in words in the story.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.2 Contributes particular language from the book at the appropriate time</p>
INDICATOR	CL.L.t.5:	<p>Relates characteristics or actions of the characters in a story to self (e.g., Daddy has a big chair like that).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures</p>
STANDARD	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)
BENCHMARK	CL.L.	LITERATURE
INDICATOR / PROFICIENCY LEVEL		Range of Reading and Level of Text Complexity
INDICATOR	CL.L.t.6:	<p>Engages in reading activities with an adult and possibly one or two peers.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.2 Contributes particular language from the book at the appropriate time</p>
STANDARD	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)
BENCHMARK	CL.IT.	INFORMATIONAL TEXT (NON-FICTION)
INDICATOR / PROFICIENCY LEVEL		Key Ideas and Details
INDICATOR	CL.IT.t.1:	<p>With prompting and support, asks and answers simple questions about text using pictures.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures</p>

INDICATOR	CL.IT.t.2:	Retells some information from a familiar text using pictures or props as a support with close adult prompting (e.g., T: Here is a picture of a fire truck, what do you know about fire trucks?). <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.2 Retells some events or information from a familiar story or other text with close adult prompting
STANDARD	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)
BENCHMARK	CL.IT.	INFORMATIONAL TEXT (NON-FICTION)
INDICATOR / PROFICIENCY LEVEL		Craft and Structure
INDICATOR	CL.IT.t.3:	Exhibits curiosity and interest in learning new vocabulary. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.2 Contributes particular language from the book at the appropriate time
INDICATOR	CL.IT.t.4:	Identifies the front cover of a book in order to orient the book correctly for reading. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
STANDARD	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)
BENCHMARK	CL.IT.	INFORMATIONAL TEXT (NON-FICTION)
INDICATOR / PROFICIENCY LEVEL		Integration of Knowledge and Ideas
INDICATOR	CL.IT.t.5:	Draws meaning from pictures, print and text. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
STANDARD	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)
BENCHMARK	CL.IT.	INFORMATIONAL TEXT (NON-FICTION)
INDICATOR / PROFICIENCY LEVEL		Range of Reading and Level of Text Complexity
INDICATOR	CL.IT.t.6:	See CL.L.t.6. (page 33) No Correlations
	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)



BENCHMARK	CL.F.	FOUNDATIONAL SKILLS
INDICATOR / PROFICIENCY LEVEL		Print Concepts
INDICATOR	CL.F.t.1:	<p>Holds book right side up to look at pictures.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
INDICATOR	CL.F.t.2:	<p>Begins to demonstrate an understanding that print conveys meaning (e.g., pretends to read a favorite book).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.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</p>
STANDARD	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)
BENCHMARK	CL.F.	FOUNDATIONAL SKILLS
INDICATOR / PROFICIENCY LEVEL		Phonological Awareness
INDICATOR	CL.F.t.3:	<p>Differentiates between sounds that are the same and different (e.g., bell vs. drum).</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>
INDICATOR	CL.F.t.4:	<p>Participates in saying words in nursery rhymes, finger plays, jingles, songs and books that are read to them.</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>
STANDARD	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)
BENCHMARK	CL.F.	FOUNDATIONAL SKILLS
INDICATOR / PROFICIENCY LEVEL		Phonics and Word Recognition



INDICATOR		No specific standard. No Correlations
STANDARD	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)
BENCHMARK	CL.F.	FOUNDATIONAL SKILLS
INDICATOR / PROFICIENCY LEVEL		Fluency
INDICATOR	CL.F.t.5:	<p>“Reading” may capture the tone of voice and stress on words the caregivers have when reading a book.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills <p>Objective 18b.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</p>
STANDARD	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)
BENCHMARK	CL.W.	WRITING
INDICATOR / PROFICIENCY LEVEL		Text Types and Purposes
INDICATOR	CL.W.t.1:	<p>Uses thumb and fingers of one hand to hold writing tool.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools <p>Objective 7b.5 Emerging to 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>
INDICATOR	CL.W.t.2:	<p>Begins to use drawing to represent objects and ideas (e.g., scribbles a picture and labels it after the fact, pretends to write own name, draws a circle and straight line after watching someone else do it).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p>
STANDARD	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)
BENCHMARK	CL.W.	WRITING
INDICATOR / PROFICIENCY LEVEL		Production and Distribution of Writing
INDICATOR		No specific standard. No Correlations
STANDARD	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)
BENCHMARK	CL.W.	WRITING
CY LEVEL		Research to Build and Present Knowledge



INDICATOR	CL.W.t.3:	<p>Participates in conversations about past events.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
STANDARD	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)
BENCHMARK	CL.SL.	SPEAKING AND LISTENING
INDICATOR / PROFICIENCY LEVEL		Comprehension and Collaboration
INDICATOR	CL.SL.t.1:	In a conversation with a peer or caregiver:
INDICATOR	CL.SL.t.1a:	<p>Answers simple questions and begins to ask questions using inflection and intonation.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
INDICATOR	CL.SL.t.1b:	<p>Sustains a conversation with two or more turns.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations
STANDARD	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)
BENCHMARK	CL.SL.	SPEAKING AND LISTENING
INDICATOR / PROFICIENCY LEVEL		Comprehension and Collaboration
INDICATOR	CL.SL.t.2:	<p>Confirms understanding of information presented orally through verbalizations of one or two words or actions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.2 Uses one- or two-word sentences or phrases
INDICATOR	CL.SL.t.3:	<p>Uses language to seek help, get information or clarify something that is not understood.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.2 Uses one- or two-word sentences or phrases
STANDARD	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)
BENCHMARK	CL.SL.	SPEAKING AND LISTENING
INDICATOR / PROFICIENCY LEVEL		Presentation of Knowledge and Ideas



INDICATOR	CL.SL.t.4:	<p>Uses words to label actions.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects</p>
INDICATOR	CL.SL.t.5:	<p>Expresses wants and needs, likes and dislikes.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects</p>
INDICATOR	CL.SL.t.6:	<p>Speaks so that familiar listeners are able to understand ideas, feeling and need.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>
STANDARD	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)
BENCHMARK	CL.LS.	LANGUAGE STANDARDS
INDICATOR / PROFICIENCY LEVEL		Conventions of Standard English
INDICATOR		<p>No specific standard.</p> <p>No Correlations</p>
STANDARD	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)
BENCHMARK	CL.LS.	LANGUAGE STANDARDS
INDICATOR / PROFICIENCY LEVEL		Vocabulary Acquisition and Use
INDICATOR	CL.LS.t.1:	<p>Shows an understanding of requests and statements referring to familiar people and objects (e.g., when asked “Where is your bear, “child is able to retrieve the bear and show it to the caregiver or friend).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
STANDARD	KS.M.t.	MATHEMATICS – Toddler “t” (By 36 months)
BENCHMARK	M.CC.	COUNTING AND CARDINALITY
INDICATOR / PROFICIENCY LEVEL		Know number names and the count sequence

INDICATOR	M.CC.t.1:	Verbally counts in sequence to 3. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
STANDARD	KS.M.t.	MATHEMATICS – Toddler “t” (By 36 months)
BENCHMARK	M.CC.	COUNTING AND CARDINALITY
INDICATOR / PROFICIENCY LEVEL		Count to tell the number of objects
INDICATOR	M.CC.t.2:	Shows understanding that numbers represent quantity and demonstrate understanding of words that identify how much (e.g., uses words such as “one, two, more, little, a lot”). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
INDICATOR	M.CC.t.3:	Matches large pegs to holes using one-to-one correspondence. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
STANDARD	KS.M.t.	MATHEMATICS – Toddler “t” (By 36 months)
BENCHMARK	M.CC.	COUNTING AND CARDINALITY
INDICATOR / PROFICIENCY LEVEL		Compare Numbers
INDICATOR	M.CC.t.4:	Demonstrates an understanding that one collection has more than another when the collections are quite different in size (one collection is at least twice the other). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
STANDARD	KS.M.t.	MATHEMATICS – Toddler “t” (By 36 months)
BENCHMARK	M.OA.	OPERATIONS AND ALGEBRAIC THINKING
INDICATOR / PROFICIENCY LEVEL		Understand addition as putting together and adding to and understand subtraction as taking apart and taking from

INDICATOR	M.OA.t.1:	<p>Demonstrates an understanding that adding to a group increases the number of objects in the group (e.g., adds more blocks to their collection and indicates “I have more”).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
INDICATOR	M.OA.t.2:	<p>Copies and anticipates a repeating pattern (e.g., follows and remembers movements in familiar songs or rhymes, recognizes a repeating pattern in a storybook (e.g., “Brown Bear, Brown Bear, What do You See?”).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 23 Demonstrates knowledge of patterns <p>Objective 23.4 Copies simple repeating patterns</p>
STANDARD	KS.M.t.	MATHEMATICS – Toddler “t” (By 36 months)
BENCHMARK	M.MD.	MEASUREMENT AND DATA
INDICATOR / PROFICIENCY LEVEL		Describe and compare measurable attributes
INDICATOR	M.MD.t.1:	<p>Starts to use words to describe measurable attributes (e.g., big, heavy, empty).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.2 Makes simple comparisons between two objects</p>
STANDARD	KS.M.t.	MATHEMATICS – Toddler “t” (By 36 months)
BENCHMARK	M.MD.	MEASUREMENT AND DATA
INDICATOR / PROFICIENCY LEVEL		Classify objects and count the number of objects in each category
INDICATOR	M.MD.t.2:	<p>Groups two or more objects by one attribute (e.g., labels all the big animals “mama” and the small animals “baby”, puts all the red items in one pile and the non-red items in another).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
INDICATOR	M.MD.t.3:	<p>Names groups of 1-2 items (e.g., shown an pair of shoes says “two shoes”) (precursor to subitizing).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20 Uses number concepts and operations b. Quantifies</p> <p>Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
	KS.M.t.	MATHEMATICS – Toddler “t” (By 36 months)



BENCHMARK	M.G.	GEOMETRY
INDICATOR / PROFICIENCY LEVEL		Identify and Describe Shapes
INDICATOR	M.G.t.1:	<p>Demonstrates an understanding of simple location/position words (e.g., under, in, out).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)</p>
INDICATOR	M.G.t.2:	<p>Matches basic shapes with different orientations and sizes (e.g., point to a group of various size circles and communicates that they are all circles).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.2 Matches two identical shapes</p>
STANDARD	KS.M.t.	MATHEMATICS – Toddler “t” (By 36 months)
BENCHMARK	M.G.	GEOMETRY
INDICATOR / PROFICIENCY LEVEL		Analyze, compare, create and compose shapes
INDICATOR	M.G.t.3:	<p>Manipulates shapes to place in a form board or simple puzzle.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.2 Matches two identical shapes</p>
STANDARD	KS.S.t.	SCIENCE – Toddler: “t” (By 36 months)
BENCHMARK		MOTION AND STABILITY: FORCES AND INTERACTIONS
INDICATOR / PROFICIENCY LEVEL	S.t.1:	<p>Demonstrates an understanding of basic cause and effect.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.4 Practices an activity many times until successful</p>
INDICATOR / PROFICIENCY LEVEL	S.t.2:	<p>Acts upon objects to see any novel movement their action causes (e.g., throwing a ball hard vs. soft, kicking a ball, hammering, push toys on sloped surfaces).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.4 Explores and investigates ways to make something happen</p>
STANDARD	KS.S.t.	SCIENCE – Toddler: “t” (By 36 months)
BENCHMARK		ENERGY

INDICATOR / PROFICIENCY LEVEL		No specific standard. No Correlations
STANDARD	KS.S.t.	SCIENCE – Toddler: “t” (By 36 months)
BENCHMARK		FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES
INDICATOR / PROFICIENCY LEVEL	S.t.3:	Names familiar objects, animals, body parts (e.g., arm, hand, arm). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
INDICATOR / PROFICIENCY LEVEL	S.t.4:	Begins to identify traits of living things (e.g., the sound a duck makes). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
INDICATOR / PROFICIENCY LEVEL	S.t.5:	Demonstrates an understanding that people and animals need food and water to live. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
STANDARD	KS.S.t.	SCIENCE – Toddler: “t” (By 36 months)
BENCHMARK		EARTH’S SYSTEMS
INDICATOR / PROFICIENCY LEVEL	S.t.6:	Beginning to identify weather occurrences (e.g., sun, rain, snow). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
STANDARD	KS.S.t.	SCIENCE – Toddler: “t” (By 36 months)
BENCHMARK		EARTH AND HUMAN ACTIVITY
INDICATOR / PROFICIENCY LEVEL	S.t.7:	Demonstrates an understanding that people and animals can live in different places (e.g., fish live in the water). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects

INDICATOR / PROFICIENCY LEVEL	S.t.8:	Enacts animals' activities (e.g., eating, sleeping) in pretend play. Moves toy animals to mimic animals in the wild. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
STANDARD	KS.SS.t.	SOCIAL STUDIES – Toddler: “t” (By 36 months)
BENCHMARK		GOVERNMENT
INDICATOR / PROFICIENCY LEVEL	SS.t.1:	Identifies family members by name. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
STANDARD	KS.SS.t.	SOCIAL STUDIES – Toddler: “t” (By 36 months)
BENCHMARK		ECONOMICS
INDICATOR / PROFICIENCY LEVEL	SS.t.2:	Shares with others and takes turns with adult guidance. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.2 Responds appropriately to others' expressions of wants
STANDARD	KS.SS.t.	SOCIAL STUDIES – Toddler: “t” (By 36 months)
BENCHMARK		GEOGRAPHY
INDICATOR / PROFICIENCY LEVEL	SS.t.3:	Talks about objects and people in familiar environments (e.g., home, grocery store). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
STANDARD	KS.SS.t.	SOCIAL STUDIES – Toddler: “t” (By 36 months)
BENCHMARK		KANSAS, UNITED STATES AND WORLD HISTORY
INDICATOR / PROFICIENCY LEVEL	SS.t.4:	Identifies routines and common occurrences in his/her life. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support


INDICATOR / PROFICIENCY LEVEL	SS.t.5:	Recognizes the start and end of an event (e.g., clapping at the end of a song). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		DANCE
INDICATOR / PROFICIENCY LEVEL	CA.t.1:	Physical:
INDICATOR	CA.t.1a:	Moves head, arms, legs, knees, elbows, fingers, toes in isolation. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
INDICATOR	CA.t.1b:	Walks, runs, jumps. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing
STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		DANCE
INDICATOR / PROFICIENCY LEVEL	CA.t.2:	Responding:
INDICATOR	CA.t.2a:	When asked, moves forward, backwards, up and, down. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing
INDICATOR	CA.t.2b:	Begins to balance on one foot. <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing
INDICATOR	CA.t.2c:	Bends, reaches, stretches, rocks, sways, shakes, kicks, different parts of the body. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing



STANDARD	KS.CA.t.	CREAVTIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		DANCE
INDICATOR / PROFICIENCY LEVEL	CA.t.3:	Creating:
INDICATOR	CA.t.3a:	Stops and starts with music cues. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
INDICATOR	CA.t.3b:	Improvises movement to fast and slow music. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STANDARD	KS.CA.t.	CREAVTIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		DANCE
INDICATOR / PROFICIENCY LEVEL	CA.t.4:	Understanding:
INDICATOR	CA.t.4a:	Stops and starts with music cues. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
INDICATOR	CA.t.4b:	Improvises movement to fast and slow music. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STANDARD	KS.CA.t.	CREAVTIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		MUSIC
INDICATOR / PROFICIENCY LEVEL	CA.t.5:	Physical:
INDICATOR	CA.t.5a:	Begins to verbalize words to simple songs. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
STANDARD	KS.CA.t.	CREAVTIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		MUSIC
INDICATOR / PROFICIENCY LEVEL	CA.t.6:	Responding:

INDICATOR	CA.t.6a:	<p>Responds to tempos presented in a variety of ways: physically, verbally, with instruments.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 23 Demonstrates knowledge of patterns <p>Objective 23.2 Shows interest in simple patterns in everyday life</p>
STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		MUSIC
INDICATOR / PROFICIENCY LEVEL	CA.t.7:	Creating:
INDICATOR	CA.t.7a:	<p>Follows simple rhythmic patterns with musical instruments.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 23 Demonstrates knowledge of patterns <p>Objective 23.2 Shows interest in simple patterns in everyday life</p>
INDICATOR	CA.t.7b:	<p>Explores simple music concepts: tempo, music scale-up to 5 note scale.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 23 Demonstrates knowledge of patterns <p>Objective 23.2 Shows interest in simple patterns in everyday life</p>
STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		MUSIC
INDICATOR / PROFICIENCY LEVEL	CA.t.8:	Understanding:
INDICATOR	CA.t.8a:	<p>Follows and tracks various types of music through movement, facial expressions, verbalize.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 23 Demonstrates knowledge of patterns <p>Objective 23.2 Shows interest in simple patterns in everyday life</p>
INDICATOR	CA.t.8b:	<p>Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc.).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 23 Demonstrates knowledge of patterns <p>Objective 23.2 Shows interest in simple patterns in everyday life</p>
STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		ACTING / THEATER
INDICATOR / PROFICIENCY LEVEL	CA.t.9:	Physical:

INDICATOR	CA.t.9a:	Beginning to follow more complex directions. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences
INDICATOR	CA.t.9b:	Initiates conversation. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations
INDICATOR	CA.t.9c:	Asks questions to understand order of world's story. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.5 Emerging to 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.t.10:	Responding:
INDICATOR	CA.t.10a:	Participates in acting out nursery rhymes, finger plays, songs (e.g., Jack Be Nimble, Jack in the Box). <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
INDICATOR	CA.t.10b:	Recreates plot of familiar stories or movies. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.t.11:	Creating:

INDICATOR	CA.t.11a:	<p>Talks in play situations.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
INDICATOR	CA.t.11b:	<p>Moves inanimate objects (e.g., toy characters) in a play situation.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
INDICATOR	CA.t.11c:	<p>Changes voice, emotion, body in play situations.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
INDICATOR	CA.t.11.d:	<p>Likes to wear costumes to pretend to be other than self.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.t.12:	Understanding:
INDICATOR	CA.t.12a:	<p>Participates in acting out nursery rhymes, finger plays, songs (e.g., Jack Be Nimble, Jack in the Box).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
INDICATOR	CA.t.12b:	<p>Recreates plot of familiar stories or movies.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		VISUAL ARTS
 Teaching Strategies® CY LEVEL	CA.t.13:	Physical:

INDICATOR	CA.t.13a:	<p>Grips paint brush, crayons, pipette, spray bottle.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools <p>Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>
INDICATOR	CA.t.13b:	<p>Makes random and disordered scribbles.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools <p>Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>
STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.t.14:	Responding:
INDICATOR	CA.t.14a:	<p>Explores variety of art media: painting, gluing, printing, finger-painting, clay, etc.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <p>Objective 14a.3 Emerging to 14a.4 Draws or constructs, and then identifies what it is</p>
INDICATOR	CA.t.14b:	<p>Shows control of paint, brushes, markers, etc.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools <p>Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>
STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.t.15:	Creating:
INDICATOR	CA.t.15a:	<p>Explores and manipulates sensory materials.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.4 Explores and investigates ways to make something happen</p>

INDICATOR	CA.t.15b:	<p>Demonstrates self-expression with art materials.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <p>Objective 14a.3 Emerging to 14a.4 Draws or constructs, and then identifies what it is</p>
STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.t.16:	Understanding:
INDICATOR	CA.t.16a:	<p>Explores and manipulates sensory materials.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.4 Explores and investigates ways to make something happen</p>
INDICATOR	CA.t.16b:	<p>Demonstrates self-expression with art materials.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <p>Objective 14a.3 Emerging to 14a.4 Draws or constructs, and then identifies what it is</p>

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