



GOLD™ by Teaching Strategies®

---

# Objectives for Development & Learning

---

*Birth Through Third Grade*





© 2015 by Teaching Strategies, LLC

All rights reserved. No part of this text may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without prior written permission from Teaching Strategies, LLC, except in the case of brief quotations embodied in critical articles or reviews.

The publisher and the authors cannot be held responsible for injury, mishap, or damages incurred during the use of or because of the information in this book. The authors recommend appropriate and reasonable supervision at all times based on the age and capability of each child.

Teaching Strategies, LLC  
7101 Wisconsin Ave., Suite 700  
Bethesda, MD 20814

[www.TeachingStrategies.com](http://www.TeachingStrategies.com)

This modified version of the *GOLD™ Objectives for Development & Learning, Birth through Third Grade* ("Training Version Summer 2015") is only for use during Teaching Strategies® professional development training sessions on *GOLD™*. Any other use or further distribution is strictly prohibited.

Resources and references available upon request.

Teaching Strategies, The Creative Curriculum, and GOLD names and logos are registered trademarks of Teaching Strategies, LLC, Bethesda, MD.

Printed and bound in the United States of America



GOLD™ by Teaching Strategies®

# Objectives for Development & Learning: Birth Through Third Grade

---

Diane Burts, EdD

Kai-leé Berke, MHD

Cate Heroman, MEd

Heather Baker, MLS

Toni Bickart, MSW

Patton Tabors, EdD

Steve Sanders, EdD

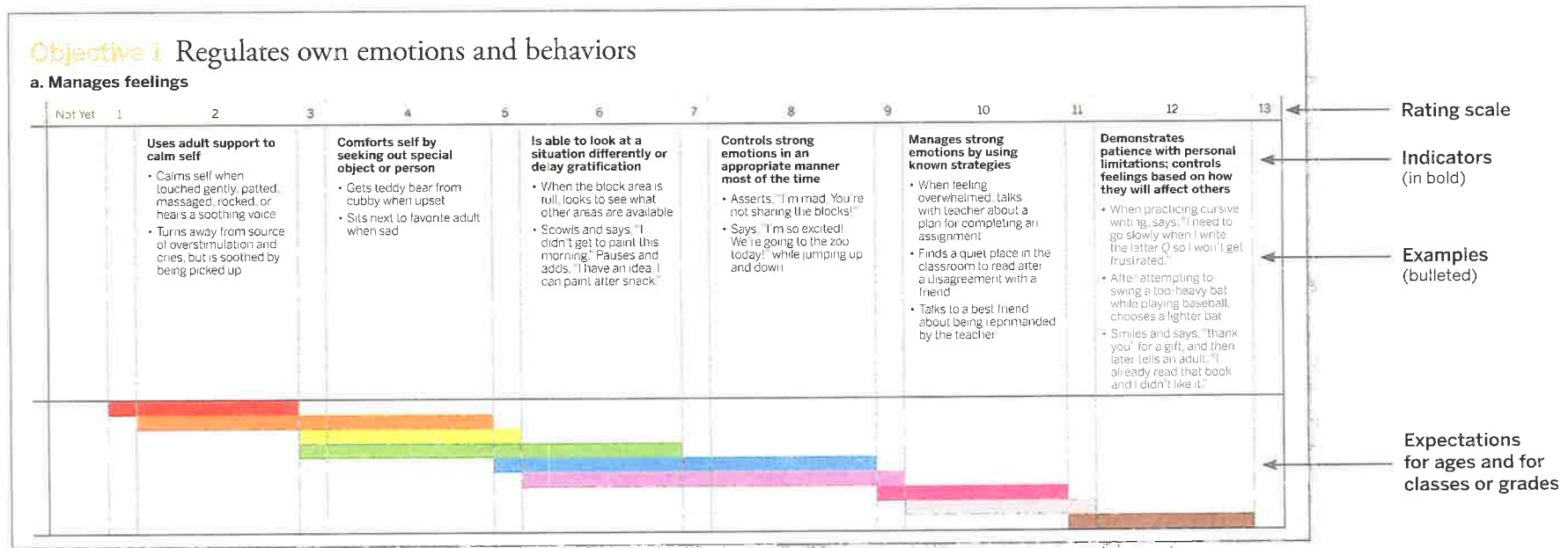


Teaching Strategies® · Bethesda, MD

# Progressions of Development and Learning

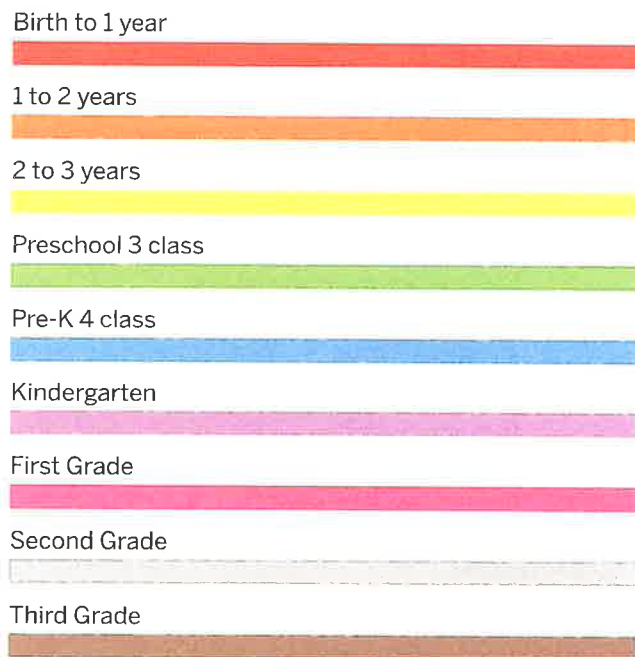
Progressions of development and learning include indicators and examples based on standard developmental and learning expectations for various age-groups and for classes or grades.

The rating scale (numbers above each box) is used to assign a value to the child's level on a particular progression. The "in-between" boxes allow for more steps in the progression, so teachers can indicate that children's skills are emerging in this area but not yet solid. These in-between ratings also enable you to indicate that a child needs adult support (verbal, physical, or visual) to accomplish the indicator.



**Colors** are used to indicate the age or class/grade ranges for these expectations. Red, orange, and yellow code each year of life for the first 3 years. Green, blue, purple, pink, silver and chocolate code classes or grades for the next 6 years.

Notice that some colored bands of a progression are longer or shorter than others. Some bands begin in the “Not Yet” category. While there is a typical progression for each objective, it is not rigid; development and learning are uneven, overlapping, and interrelated. Sometimes a skill does not begin to develop until a child is 2 years old, and another skill may not emerge until age 3 or 4. For example, the colored bands might show you at a glance that it is typical for children to enter the first grade year with a particular skill emerging at level 5 and then for the children to progress to level 7 by the end of the year if they are given appropriate support and experiences.



# Objectives for Development & Learning

---

## Social–Emotional

1. Regulates own emotions and behaviors
  - a. Manages feelings
  - b. Follows limits and expectations
  - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
  - a. Forms relationships with adults
  - b. Responds to emotional cues
  - c. Interacts with peers
  - d. Makes friends
3. Participates cooperatively and constructively in group situations
  - a. Balances needs and rights of self and others
  - b. Solves social problems

## Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
  - a. Uses fingers and hands
  - b. Uses writing and drawing tools

## Language

8. Listens to and understands increasingly complex language
  - a. Comprehends language
  - b. Follows directions
9. Uses language to express thoughts and needs
  - a. Uses an expanding expressive vocabulary
  - b. Speaks clearly
  - c. Uses conventional grammar
  - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
  - a. Engages in conversations
  - b. Uses social rules of language

## Cognitive

11. Demonstrates positive approaches to learning
  - a. Attends and engages
  - b. Persists
  - c. Solves problems
  - d. Shows curiosity and motivation
  - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
  - a. Recognizes and recalls
  - b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
  - a. Thinks symbolically
  - b. Engages in sociodramatic play



---

## Literacy

15. Demonstrates phonological awareness, phonics skills, and word recognition
  - a. Notices and discriminates rhyme
  - b. Notices and discriminates alliteration
  - c. Notices and discriminates discrete units of sound
  - d. Applies phonics concepts and knowledge of word structure to decode text
16. Demonstrates knowledge of the alphabet
  - a. Identifies and names letters
  - b. Identifies letter-sound correspondences
17. Demonstrates knowledge of print and its uses
  - a. Uses and appreciates books and other texts
  - b. Uses print concepts
18. Comprehends and responds to books and other texts
  - a. Interacts during reading experiences, book conversations, and text reflections
  - b. Uses emergent reading skills
  - c. Retells stories and recounts details from informational texts
  - d. Uses context clues to read and comprehend texts
  - e. Reads fluently
19. Demonstrates writing skills
  - a. Writes name
  - b. Writes to convey ideas and information
  - c. Writes using conventions

## Mathematics

20. Uses number concepts and operations
  - a. Counts
  - b. Quantifies
  - c. Connects numerals with their quantities
  - d. Understands and uses place value and base ten
  - e. Applies properties of mathematical operations and relationships
  - f. Applies number combinations and mental number strategies in mathematical operations
21. Explores and describes spatial relationships and shapes
  - a. Understands spatial relationships
  - b. Understands shapes
22. Compares and measures
  - a. Measures objects
  - b. Measures time and money
  - c. Represents and analyzes data
23. Demonstrates knowledge of patterns

## Science and Technology

24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks

## Social Studies

29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge

## The Arts

33. Explores the visual arts
34. Explores musical concepts and expression
35. Explores dance and movement concepts
36. Explores drama through actions and language

## English Language Acquisition

37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English



## Areas of Development and Learning

**a. Manages feelings**

Notes:

## Objective 1 Regulates own emotions and behaviors

**b. Follows limits and expectations**

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
	<b>Responds to changes in an adult's tone of voice and expression</b> <ul style="list-style-type: none"> <li>Looks when adult speaks in a soothing voice</li> <li>Appears anxious if voices are loud or unfamiliar</li> <li>Touches the puddle of water when adult smiles encouragingly</li> </ul>		<b>Accepts redirection from adults</b> <ul style="list-style-type: none"> <li>Moves to the sand table at suggestion of adult when there are too many at the art table</li> <li>Initially refuses to go inside but complies when the teacher restates the request</li> </ul>		<b>Manages classroom rules, routines, and transitions with occasional reminders</b> <ul style="list-style-type: none"> <li>Indicates that only four persons may play at the water table</li> <li>Cleans up when music is played</li> <li>Goes to rest area when lights are dimmed</li> </ul>		<b>Applies basic rules in new but similar situations</b> <ul style="list-style-type: none"> <li>Walks and uses a quiet voice in the library</li> <li>Runs and shouts when on a field trip to the park</li> <li>Listens attentively to a guest speaker</li> </ul>		<b>Understands and explains reasons for rules</b> <ul style="list-style-type: none"> <li>Explains why running in the gym is safe but running in the hallway is not</li> <li>When playing a block-balancing game, says, "You have to sit back when it's not your turn so the table doesn't get bumped."</li> </ul>		<b>Demonstrates an understanding of the "big rule" concepts of safety, kindness, respect, and care for the objects and materials in the environment</b> <ul style="list-style-type: none"> <li>Asks to stand on a chair to reach a high shelf, and says it's safe because the chair is sturdy</li> <li>Suggests organizing a book drive after hearing about a fire at a nearby elementary school's library</li> </ul>		
	[Red bar]		[Orange bar]		[Yellow bar]	[Green bar]		[Blue bar]	[Pink bar]		[Light pink bar]	[Light blue bar]	[Light green bar]

Notes:



## Objective 2 Establishes and sustains positive relationships

### a. Forms relationships with adults

Not Yet	1	2	3	4	5	6	7	8	9	10	11
		<b>Demonstrates a secure attachment to one or more adults</b> <ul style="list-style-type: none"><li>• Appears uneasy when held by a stranger but smiles broadly when mom enters room</li><li>• Calms when a familiar adult offers appropriate comfort</li><li>• Responds to teacher during caregiving routines</li></ul>		<b>Uses trusted adult as a secure base from which to explore the world</b> <ul style="list-style-type: none"><li>• Moves away from a trusted adult to play with a new toy but returns before venturing into a new area</li><li>• Looks to a trusted adult for encouragement when exploring a new material or physical space</li></ul>		<b>Manages separations without distress and engages with trusted adults</b> <ul style="list-style-type: none"><li>• Waves good-bye to mom and joins speech therapist in a board game</li><li>• Accepts teacher's explanation of why she is leaving the room and continues playing</li></ul>		<b>Engages with trusted adults as resources and to share mutual interests</b> <ul style="list-style-type: none"><li>• Talks with teacher every day about their pets</li><li>• Asks librarian to help find a book about surfing</li><li>• Readily asks teacher for help when struggling with a number game</li></ul>		<b>Respectfully engages adult with a different viewpoint; considers adult's alternative ideas when engaged in discussion</b> <ul style="list-style-type: none"><li>• Listens to adult share a viewpoint about a presentation and offers another opinion</li><li>• Participates in discussion about ideas presented in an opinion article about NASA</li></ul>	

Notes:

## Objective 2 Establishes and sustains positive relationships

**b. Responds to emotional cues**

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		<b>Reacts to others' emotional expressions</b> <ul style="list-style-type: none"> <li>• Cries when hears an adult use an angry tone of voice</li> <li>• Smiles and turns head to look at person laughing</li> <li>• Moves to adult while watching another child have a tantrum</li> </ul>		<b>Demonstrates concern about the feelings of others</b> <ul style="list-style-type: none"> <li>• Brings a crying child's blanket to him</li> <li>• Hugs a child who fell down</li> <li>• Gets an adult to assist a child who needs help</li> </ul>		<b>Identifies basic emotional reactions of others and their causes accurately</b> <ul style="list-style-type: none"> <li>• Says, "She's happy because her brother is here." "He's sad because his toy broke."</li> <li>• Matches a picture of a happy face with a child getting a present or a sad face with a picture of a child dropping the banana she was eating</li> </ul>		<b>Recognizes that others' feelings about a situation might be different from his or her own</b> <ul style="list-style-type: none"> <li>• Says, "I like riding fast on the trike, but Tim doesn't."</li> <li>• Shows Meir a picture of a dinosaur but doesn't show it to Lucy because he remembers that she's afraid of dinosaurs</li> </ul>		<b>Recognizes that people can experience more than one emotion at the same time</b> <ul style="list-style-type: none"> <li>• Talks about a book character who is excited and worried about going to a new school</li> <li>• Says, "When I broke my leg I was really sad about it, but I was super excited to have everybody sign my cast!"</li> <li>• Says, "I think Brian is disappointed that he didn't get the role of the pirate in the play, but I think he's still happy about playing one of the shipmates."</li> </ul>		<b>Uses situational context and past experiences when interpreting another's feelings; gauges reactions of others to determine response</b> <ul style="list-style-type: none"> <li>• Remembers that a friend prefers to be left alone when upset and waits to be approached before talking to her</li> <li>• When a classmate is embarrassed about not knowing the answer to a homework question, says discreetly, "I figured out the answer. Do you want me to tell you?"</li> <li>• Notices someone alone on the playground and invites her to play</li> </ul>	

Notes:



## Objective 2 Establishes and sustains positive relationships

### c. Interacts with peers

[illegible]

Notes:

## Objective 2 Establishes and sustains positive relationships

**d. Makes friends**

	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		<p><b>Seeks a preferred playmate; shows pleasure when seeing a friend</b></p> <ul style="list-style-type: none"><li>Leaves library area to greet another child upon his arrival</li><li>Seeks preferred child to sit next to at group time</li></ul>		<p><b>Plays with one or two preferred playmates</b></p> <ul style="list-style-type: none"><li>Builds block tower with another child during choice time and then looks at books with same child later in the day</li><li>Joins same two friends for several days to play a running game outside</li></ul>		<p><b>Establishes a special friendship with one other child, but the friendship might only last a short while</b></p> <ul style="list-style-type: none"><li>Talks about having friends and what friends do together</li><li>Seeks out particular friend for selected activities on a regular basis</li></ul>		<p><b>Maintains friendships for several months or more; forms friendships around similar play interests</b></p> <ul style="list-style-type: none"><li>Finds her friend's favorite purple marker and gives it to her</li><li>Works through a conflict and remains friends after a disagreement</li><li>Chooses to play with a child who also likes to pretend he is a dragon</li></ul>		<p><b>Forms friendships based on personal qualities</b></p> <ul style="list-style-type: none"><li>Says, "Teddy is my friend because he's really nice and he's funny."</li><li>Explains that a good friend is someone who is helpful and kind</li></ul>		<p><b>Forms friendships based on mutual trust and assistance; understands that friendship can still exist when disagreements occur</b></p> <ul style="list-style-type: none"><li>Says, "Tai and I are friends because he doesn't tease me when I get upset. He doesn't let other kids tease me, either."</li><li>Chooses to play alone after disagreeing with a friend, but seeks out that friend later in the day</li><li>Says, "My friend, Kami, and I are going to sit next to each other in music, because she can help me count out my part and I can help her read the notes."</li></ul>		

Notes:

**Objective 3** Participates cooperatively and constructively in group situations

**a. Balances needs and rights of self and others**

[illegible]

Notes:

**Objective 3** Participates cooperatively and constructively in group situations

**b. Solves social problems**

[illegible]

Notes:

## Objective 4 Demonstrates traveling skills

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	
	<b>Moves to explore immediate environment</b> <ul style="list-style-type: none"><li>• Rolls over several times to get toy</li><li>• Crawls</li><li>• Cruises</li><li>• Takes a few steps</li><li>• Takes steps, pushing a push-toy or chair</li><li>• Moves from crawling to sitting and back again</li></ul>		<b>Experiments with different ways of moving</b> <ul style="list-style-type: none"><li>• Walks across room</li><li>• Uses a hurried walk</li><li>• Walks backwards</li><li>• Pushes riding toy with feet while steering</li><li>• Uses a walker to get to the table</li><li>• Marches around room</li></ul>		<b>Moves purposefully from place to place with control</b> <ul style="list-style-type: none"><li>• Runs</li><li>• Avoids obstacles and people while moving</li><li>• Starts and stops using wheelchair</li><li>• Walks up and down stairs alternating feet</li><li>• Climbs up and down on playground equipment</li><li>• Rides tricycle using pedals</li><li>• Gallops, but not smoothly</li></ul>		<b>Coordinates increasingly complex movements in play and games</b> <ul style="list-style-type: none"><li>• Runs smoothly and quickly, changes directions, stops and starts quickly</li><li>• Steers wheelchair into small playground spaces</li><li>• Jumps and spins</li><li>• Moves through obstacle course</li><li>• Gallops and skips with ease</li><li>• Plays "Follow the Leader" using a variety of traveling movements</li></ul>		<b>Uses a variety of traveling movements, varying speed, pathways, and direction</b> <ul style="list-style-type: none"><li>• Gallops quickly in a zigzag line</li><li>• Hops 15 feet in a straight line, both forward and backward</li><li>• Skips in a curved line around obstacles, e.g., cones</li><li>• Walks on two feet and two hands (bear crawl), traveling forward, backward, and sideways</li></ul>		<b>Coordinates multiple complex movements while traveling</b> <ul style="list-style-type: none"><li>• Runs down the field with a partner, tossing a football back and forth</li><li>• Moves around the stage to perform a choreographed dance</li><li>• Runs while kicking a ball forward</li><li>• Walks forward while throwing and catching a ball</li><li>• Jogs forward while dribbling a ball with one hand</li></ul>			
	[Red bar]		[Orange bar]		[Yellow bar]		[Green bar]		[Blue bar]		[Pink bar]		[Brown bar]	

Notes:



**Objective 6** Demonstrates gross-motor manipulative skills

[illegible]

Notes:



## Objective 7 Demonstrates fine-motor strength and coordination

### a. Uses fingers and hands

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		<b>Reaches for, touches, and holds objects purposefully</b> <ul style="list-style-type: none"> <li>Bats or swipes at a toy</li> <li>Transfers objects from one hand to another</li> <li>Releases objects voluntarily</li> <li>Rakes and scoops objects to pick them up</li> <li>Picks up food with fingers and puts in mouth</li> <li>Bangs two blocks together</li> <li>Crumbles paper</li> </ul>		<b>Uses fingers and whole-arm movements to manipulate and explore objects</b> <ul style="list-style-type: none"> <li>Places shape in shape sorter</li> <li>Points at objects and pokes bubbles</li> <li>Releases objects into containers</li> <li>Uses spoon and sometimes fork to feed self</li> <li>Dumps sand into containers</li> <li>Unbuttons large buttons</li> <li>Rotates knobs</li> <li>Tears paper</li> </ul>		<b>Uses refined wrist and finger movements</b> <ul style="list-style-type: none"> <li>Squeezes and releases tongs, turkey baster, squirt toy</li> <li>Snips with scissors</li> <li>Strings large beads</li> <li>Pours water into containers</li> <li>Pounds, pokes, squeezes, rolls clay</li> <li>Buttons, zips, buckles, laces</li> <li>Uses hand motions for "Itsy Bitsy Spider"</li> <li>Turns knobs to open doors</li> <li>Uses eating utensils</li> <li>Sews lacing cards</li> <li>Cuts along straight line</li> </ul>		<b>Uses small, precise finger and hand movements</b> <ul style="list-style-type: none"> <li>Uses correct scissors grip</li> <li>Attempts to tie shoes</li> <li>Pushes specific keys on a keyboard</li> <li>Arranges small pegs in pegboard</li> <li>Strings small beads</li> <li>Cuts out simple pictures and shapes, using other hand to move paper</li> <li>Cuts food</li> <li>Builds a structure using small Legos®</li> </ul>		<b>Uses smooth finger and hand movements</b> <ul style="list-style-type: none"> <li>Stays within the lines while following a maze</li> <li>Outlines/traces shapes using smooth, even strokes</li> <li>Pours liquid during science experiment into small opening without spilling</li> </ul>		<b>Manipulates grade-appropriate tools and intricate materials with control and precision</b> <ul style="list-style-type: none"> <li>Cuts complex pictures and shapes, leaving edges smooth</li> <li>Folds paper to make an origami creature</li> <li>Uses tiny pieces to make a detailed miniature world for a social studies project</li> <li>Uses keyboarding skills to compose a short story on the computer</li> </ul>	

### b. Uses writing and drawing tools

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		<b>Grasps drawing and writing tools, jabbing at paper</b>		<b>Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</b>		<b>Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</b>		<b>Uses three-point finger grip and efficient hand placement when writing and drawing</b>		<b>Demonstrates control and appropriate pressure when using writing and drawing tools; writes legibly</b>		<b>Moves writing or drawing utensils fluidly across the page with increasing speed and accuracy; produces letters and number symbols having accurate formation, size, proportion, slant, and spacing; may use cursive writing</b>	



**Objective 8** Listens to and understands increasingly complex language

**a. Comprehends language**

[illegible]

**Objective 8** Listens to and understands increasingly complex language

**b. Follows directions**

[illegible]

Notes:

**Objective 9** Uses language to express thoughts and needs

**a. Uses an expanding expressive vocabulary**

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<b>Vocalizes and gestures to communicate</b> <ul style="list-style-type: none"><li>• Coos and squeals when happy</li><li>• Cries after trying several times to get toy just out of reach</li><li>• Waves hands in front of face to push away spoon during a feeding</li><li>• Uses hand gestures to sign or indicate "more"</li></ul>		<b>Names familiar people, animals, and objects</b> <ul style="list-style-type: none"><li>• Says, "Nana," when grandmother comes into the room</li><li>• Names the cow, horse, chicken, pig, sheep, and goat as she sees them on the trip to the farm</li></ul>		<b>Describes and tells the use of many familiar items</b> <ul style="list-style-type: none"><li>• When making pancakes, says, "Here is the beater. Let me beat the egg with it."</li><li>• Responds, "We used the big, red umbrella so we both could get under it."</li></ul>		<b>Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</b> <ul style="list-style-type: none"><li>• Uses a communication device to say, "My bird went to the vet. He has a disease. He's losing his feathers." Answers more questions about the bird when asked.</li><li>• After hearing the word in a story, says, "I'm not sure I can put it together. It's complicated. What do you think?"</li><li>• When waiting in line during a jump rope activity, says, "That's funny. We're waiting for our <i>turn</i> to <i>turn</i> the rope."</li></ul>		<b>Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details</b> <ul style="list-style-type: none"><li>• Describes to the teacher how to play the game he learned in speech class earlier that day</li><li>• Takes a new student to the listening center and shows him how to use the equipment; explains the procedure for signing in</li></ul>		<b>Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information</b> <ul style="list-style-type: none"><li>• Changes the sentence from "The cat was sleeping" to "The gigantic, orange cat was lazily sleeping on the windowsill."</li><li>• When recounting an event, includes details that help the listener visualize the experience</li></ul>		<b>Incorporates new grade-appropriate words (acquired through texts and conversations); uses conversational and academic words and phrases; correctly uses abstract nouns</b> <ul style="list-style-type: none"><li>• Says, "I went to my sister's dance recital. She was really nervous, so I gave her lots of <i>encouragement</i>."</li><li>• Gives a persuasive speech about the arts in school after reading a news story that presented two sides of the argument</li><li>• Writes a poem and then uses a thesaurus to revise word choice and enhance meaning</li></ul>	

Notes:



**Objective 9** Uses language to express thoughts and needs

**c. Uses conventional grammar**

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<p><b>Uses one- or two-word sentences or phrases</b></p> <ul style="list-style-type: none"><li>Asks, "More?"</li><li>Says, "Daddy go."</li><li>Uses one word, "Juice," to mean, "I want some juice."</li></ul>	<p><b>Uses three- to four-word sentences; may omit some words or use some words incorrectly</b></p> <ul style="list-style-type: none"><li>Says, "Bed no go."</li><li>Says, "Daddy goed to work."</li><li>Responds, "I want banana," when asked what she wants for snack</li></ul>		<p><b>Uses complete, four- to six-word sentences</b></p> <ul style="list-style-type: none"><li>Says, "I chose two books."</li><li>Says, "We are going to the zoo."</li><li>Says, "Momma came and we went home."</li></ul>		<p><b>Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</b></p> <ul style="list-style-type: none"><li>During class discussion about an upcoming field trip, says, "We are going to the zoo to see the animals. We'll learn where they live and what they eat."</li><li>Notifies when sentences do not make sense; tries to correct them</li></ul>		<p><b>Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>), articles (e.g., <i>a</i>, <i>an</i>, <i>the</i>), and demonstratives (e.g., <i>this</i>, <i>these</i>, <i>that</i>); identifies root words in frequently occurring forms</b></p> <ul style="list-style-type: none"><li>Draws a picture and says, "This is what my bike looks like. My sister Julia and I ride our bikes after school every day. Julia's bike is red with blue stripes! My brother only rides his sometimes because he plays baseball, too."</li><li>Demonstrates an action word and gives the past, present, and future tense when prompted</li><li>When prompted, circles the root word in <i>baked</i>, <i>trying</i>, and <i>sees</i></li></ul>		<p><b>Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences</b></p> <ul style="list-style-type: none"><li>Says, "I told the dentist that I floss and brush my teeth by myself very carefully. She let me choose a bunch of pretty stickers from the sticker bin."</li><li>Cuts and separates the words from a sentence strip and creates a new sentence</li></ul>	<p><b>Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject-verb and pronoun-antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English</b></p> <ul style="list-style-type: none"><li>Says, "I like the water fountain in the cafeteria. It has really cold water. The other fountains at school aren't as good."</li><li>Says, "I'm so much taller than my younger sister. It makes sense, though, since she's had the least amount of time to grow."</li><li>When given the verb <i>sing</i>, is able to produce the phrases, "I sing," "I sang," and "I sung"</li><li>Says, "When I wrote a letter to Louis Sachar, I started with, 'Dear Mr. Sachar; but if I'm walking up to someone, I just say, 'Hello.'"</li></ul>			





**Objective 10** Uses appropriate conversational and other communication skills

**a. Engages in conversations**

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<b>Engages in simple back-and-forth exchanges with others</b> <ul style="list-style-type: none"> <li>• Coos at adult who says, "Sweet Jeremy is talking." He coos again, and adult imitates the sounds</li> <li>• Shakes head for <i>no</i>; waves bye-bye</li> <li>• Joins in games such as pat-a-cake and peekaboo</li> </ul>		<b>Initiates and attends to brief conversations</b> <ul style="list-style-type: none"> <li>• Says, "Doggy" Teacher responds, "You see a doggy." Child says, "Doggy woof."</li> <li>• Asks teacher, "Home now?" Teacher responds, "Yes. I'm leaving to go home."</li> <li>• Looks at teacher and points to picture of car. Teacher responds, "No, I'm going to walk home."</li> </ul>		<b>Engages in conversations of at least three exchanges</b> <ul style="list-style-type: none"> <li>• Stays on topic during conversations</li> <li>• Maintains the conversation by repeating what the other person says or by asking questions</li> </ul>		<b>Engages in complex, lengthy conversations of five or more exchanges</b> <ul style="list-style-type: none"> <li>• Offers interesting comments with communication device</li> <li>• Extends conversation by moving gradually from one topic to a related topic</li> </ul>		<b>Extends conversations by responding to comments and asking questions; asks and answers questions to clarify information during grade-appropriate discussions</b> <ul style="list-style-type: none"> <li>• Stays on topic during conversation with another child about weekend plans</li> <li>• Asks questions about how a proboscis works during a small-group conversation about butterflies; offers an explanation to a classmate about how butterflies eat</li> </ul>		<b>Connects others' ideas shared during conversations; asks questions in order to better understand grade-appropriate discussions</b> <ul style="list-style-type: none"> <li>• When talking with two friends, says, "I saw that movie, too. What was your favorite part? Oh, that was Paolo's favorite! Mine was the part with the spaceship."</li> <li>• During class discussion about <i>My Father's Dragon</i>, asks, "Has the author written any other books?"</li> </ul>		<b>Contributes to a focused discussion on a specific topic, preparing in advance for planned discussions using multiple sources; explains ideas based on both prior knowledge and new information learned from the conversation</b> <ul style="list-style-type: none"> <li>• Continues discussion about moon cycles by sharing previously-read information</li> <li>• During science fair, explains to observer how soil helps plants grow; explains lessons learned while completing the experiment</li> </ul>	

Notes:

**Objective 10** Uses appropriate conversational and other communication skills

**b. Uses social rules of language**

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<b>Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</b> <ul style="list-style-type: none"> <li>Hears siren and goes to adult pointing. "Fire truck."</li> <li>Looks at adult and says, "Ball", repeatedly until adult says, "Ball. You want the ball?"</li> </ul>		<b>Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</b> <ul style="list-style-type: none"> <li>Pays attention to speaker during conversation</li> <li>Pauses after asking a question to wait for a response</li> <li>Says "please" and "thank you" with occasional prompting</li> </ul>		<b>Uses acceptable language and basic social rules while communicating with others; may need reminders</b> <ul style="list-style-type: none"> <li>Takes turns in conversations but may interrupt or direct talk back to self</li> <li>Regulates volume of voice when reminded</li> </ul>		<b>Uses acceptable language and basic social rules during communication with others</b> <ul style="list-style-type: none"> <li>Uses a softer voice when talking with peers in the library and a louder voice on the playground</li> <li>Says, "Hello," back to the museum curator on a trip</li> </ul>		<b>Listens attentively while taking turns in a discussion, using nonverbal signals to show understanding and interest (e.g., nodding, using appropriate facial expressions)</b> <ul style="list-style-type: none"> <li>Remembers to say "excuse me" when interrupting two teachers who are talking</li> <li>Waits for turn to speak during group discussion</li> </ul>		<b>Enters discussions in respectful ways (e.g., says, "Excuse me," waits, and signals for a chance to speak); identifies the difference between formal and informal English</b> <ul style="list-style-type: none"> <li>During group work, listens to ideas of others without speaking over them</li> <li>When listening to a speaker, waits for appropriate moment to ask question, raises hand and says, "Excuse me. I have a question."</li> <li>Tells the difference between the way she greets the principal each morning and the way she greets her classmates</li> </ul>		<b>Engages politely in conversations in which both speakers present and listen to arguments respectfully</b> <ul style="list-style-type: none"> <li>During a disagreement, listens to other child's viewpoint without interrupting</li> <li>Invites a classmate to offer an idea about a group project</li> </ul>	

Notes:



**Objective 11** Demonstrates positive approaches to learning

### a. Attends and engages

[illegible]

Notes:



**c. Solves problems**

Notes:

## Objective 11 Demonstrates positive approaches to learning

### d. Shows curiosity and motivation

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<b>Uses senses to explore the immediate environment</b> <ul style="list-style-type: none"> <li>• Turns in direction of a sound</li> <li>• Moves closer to touch an object</li> <li>• Shakes or bangs a toy to make it work</li> </ul>		<b>Explores and investigates ways to make something happen</b> <ul style="list-style-type: none"> <li>• Enjoys taking things apart</li> <li>• Turns faucet on and off</li> <li>• Tilts a ramp to find out if a car will go down faster</li> </ul>			<b>Shows eagerness to learn about a variety of topics and ideas</b> <ul style="list-style-type: none"> <li>• Seeks answers to questions about the storm</li> <li>• Shows interest in learning how the firefighter's clothes protect him</li> </ul>		<b>Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</b> <ul style="list-style-type: none"> <li>• Locates informational book on insects to identify butterfly seen outside</li> <li>• Asks visiting musician clarifying questions about her instrument</li> <li>• Explores a number of Mercer Mayer books; works with others to write opinions about the books</li> </ul>		<b>Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events</b> <ul style="list-style-type: none"> <li>• Shows excitement when the silkworms arrive and eagerly observes and documents changes over time</li> <li>• Requests that the music teacher help the class learn a new dance</li> <li>• Asks <i>What would happen if...?</i> questions when listening to an expert speak about nutrition</li> </ul>		<b>Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic</b> <ul style="list-style-type: none"> <li>• Makes observational drawings of different cloud formations seen while on the play yard</li> <li>• Asks questions, looks for books in library, and seeks information from other sources after a family from Iceland moves in next door</li> <li>• Contributes to group writing project about the Amazon rainforest after reading multiple books on the subject</li> </ul>		<b>Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic</b> <ul style="list-style-type: none"> <li>• Spends time taking apart discarded objects to see what is inside and how they work</li> <li>• Plans a research project after watching a video about how a potter creates his pottery and reading a book about Native American pottery</li> <li>• Participates in discussion about local volunteer opportunities after researching a community service project that distributes coats during winter</li> </ul>	

Notes:

**e. Shows flexibility and inventiveness in thinking**

[illegible]

Notes:





## Objective 12 Remembers and connects experiences

### b. Makes connections

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<b>Looks for familiar persons when they are named; relates objects to events</b> <ul style="list-style-type: none"><li>• Turns head toward door when her teacher says, "Bethany, Mommy is here."</li><li>• Throws paper away when teacher says, "Please put this in the trash."</li></ul>		<b>Remembers the sequence of personal routines and experiences with teacher support</b> <ul style="list-style-type: none"><li>• Goes to attendance chart with parent upon arrival</li><li>• Gets a paper towel after teacher says, "What do we do next, after we wash our hands?"</li></ul>		<b>Draws on everyday experiences and applies this knowledge to a similar situation</b> <ul style="list-style-type: none"><li>• After hearing <i>A Chair for My Mother</i> read aloud says, "My Nana has a chair like the one Rosa and her family bought."</li><li>• Uses traffic-directing signals on the bike track after seeing a police officer demonstrate them</li><li>• Divides crayons into "fair share" groups after watching a teacher do it the day before</li></ul>		<b>Generates a rule, strategy, or idea from one learning experience and applies it in a new context</b> <ul style="list-style-type: none"><li>• Proposes a one-way sign for entering and exiting the cubby area after a neighborhood walk where children discussed one-way street signs</li><li>• Tallies friends' favorite ice cream flavors after learning how to make tally marks to count how many people wear shoes with buckles</li></ul>		<b>Connects the past with the present using general time estimates between events; connects time with specific daily events and salient events with the months and seasons</b> <ul style="list-style-type: none"><li>• Places his first birthday, learning to ride a tricycle, going to kindergarten, and attending first grade in the correct sequence on the timeline</li><li>• Says, "My birthday is in the spring, in April. Sometimes it's cool on my birthday and sometimes it's kind of warm."</li><li>• Says, "We always have music in the afternoon, except on Wednesdays, and then we have music in the morning."</li></ul>		<b>Provides general descriptions of events to occur in the future; links material learned previously and in other contexts</b> <ul style="list-style-type: none"><li>• Tells about the major family events planned for the summer.</li><li>• Says, "We won't do that again for five more days."</li><li>• During a class discussion of Mars, shares information learned from a book and from a guest speaker</li></ul>		<b>Associates people and events with the past, present, and future; begins to organize and compile information from multiple sources to create a useful document connecting events</b> <ul style="list-style-type: none"><li>• Completes a timeline of transportation in the past, present, and future</li><li>• Says, "Remember Samson? He was in second grade with us."</li><li>• Writes a short report on past and present life in the local community using information from books, photographs, maps, videos, web sites, and interviews</li></ul>	

Notes:

**Objective 13** Uses classification skills

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
	<b>Matches similar objects</b> <ul style="list-style-type: none"><li>• Puts one sock with another sock</li><li>• Gathers all the vehicles from a shelf</li><li>• Picks out and eats only the animal crackers</li><li>• Puts only blue pegs in pegboard; leaves red and yellow pegs to the side</li></ul>	<b>Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</b> <ul style="list-style-type: none"><li>• Puts all the red beads together and all the blue beads together</li><li>• Pulls out all the trucks from the vehicle bin</li><li>• Identifies fabric pieces as being scratchy or soft</li><li>• Puts pictures into piles of babies, older children, and grown-ups</li></ul>	<b>Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</b> <ul style="list-style-type: none"><li>• Says, "These buttons are blue, and these are red"; then re-sorts buttons into big and little</li><li>• Points to groups of animals and says, "These are zoo animals and these are farm animals"; then sorts the zoo animals into those with stripes and those without stripes</li></ul>	<b>Groups similar objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons</b> <ul style="list-style-type: none"><li>• Organizes a sticker collection into groups and subgroups and explains why and how; then creates a new grouping when the teacher makes a suggestion</li><li>• Creates four piles of shapes: big red triangles, small red triangles, big blue triangles, small blue triangles. Switches when asked to form two groups of all the big and small triangles</li></ul>		<b>Groups objects and words in multiple ways based on physical attributes function, and semantic or conceptual associations</b> <ul style="list-style-type: none"><li>• Before putting the art tools away, sorts them into different categories based on their function</li><li>• Defines "market" as a place where people go to buy things such as food or clothes</li><li>• When asked to create sorting rule for list of spelling words, creates two lists: words that end in "ack" and words that end in "ick"</li></ul>		<b>Forms simple hierarchical classifications</b> <ul style="list-style-type: none"><li>• Completes a hierarchical classification chart of Mammals: Zoo Animals (Large and Small) and Farm Animals (Large and Small) by placing animal pictures in the appropriate categories and subcategories or by writing animal names in the appropriate categories and subcategories</li><li>• Arranges sports trading cards into the global category based on type of sport (baseball and football) and then into subcategories (position played in each sport)</li></ul>					

Notes:



**Objective 14** Uses symbols and images to represent something not present

**a. Thinks symbolically**

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		<b>Recognizes people, objects, and animals in pictures or photographs</b> <ul style="list-style-type: none"><li>Touches the cow in the illustration when an adult reads, "And the cow jumped..."</li><li>Points to photograph and says, "Mommy"</li><li>Identifies a duck in a variety of different photos and illustrations</li></ul>		<b>Draws or constructs, and then identifies what it is</b> <ul style="list-style-type: none"><li>Draws various shapes and says, "This is my house."</li><li>Glues red yarn on paper and says, "I made spaghetti"</li></ul>		<b>Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</b> <ul style="list-style-type: none"><li>Sees a dump truck outside and plans how to draw it</li><li>Says, "Let's pretend to be seeds growing like in the book."</li></ul>		<b>Represents objects, places, and ideas with increasingly abstract symbols</b> <ul style="list-style-type: none"><li>Makes tally marks</li><li>Makes and interprets graphs with teacher's help</li><li>Attempts to write words to label a picture</li></ul>		<b>Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference</b> <ul style="list-style-type: none"><li>Makes detailed drawings, writings, and notations, and engages in complex discussions reflecting on a trip to the computer store</li><li>Solves a math problem several different ways (pictures, numbers, written sentences)</li><li>Asks questions and then explains her thinking back to the teacher</li><li>Solves a simple word problem comparing two amounts without relying on manipulatives</li></ul>		<b>Mentally manipulates information and uses logical arguments with increasing regularity; needs concrete points of reference for complex concepts and text; reflects on his or her work</b> <ul style="list-style-type: none"><li>Reasons that if one object (A) weighs more than a second object (B), and B weighs more than a third object (C), then A must weigh more than C</li><li>Mentally organizes symbolic concepts (e.g., thirty-seven, 37, 37 pounds, 37 years of age, 37 points scored, the 37<sup>th</sup> in line)</li><li>Uses simple map icons to locate and represent landmarks and/or people (e.g., airplane shape for airport, open circle for cities, colored lines for rivers)</li></ul>	

Notes:



**Objective 15** Demonstrates phonological awareness, phonics skills, and word recognition

**a. Notices and discriminates rhyme**

[illegible]

**b. Notices and discriminates alliteration**

[illegible]

Notes:



**Objective 15** Demonstrates phonological awareness, phonics skills, and word recognition and Applies phonics concepts to handwriting.

**d. Applies phonics concepts and knowledge of word structure to decode text**

[illegible]

Notes:

[illegible][illegible]

© 2015 Teaching Strategies, LLC. TRAINING VERSION • SUMMER 2015



**Objective 17** Demonstrates knowledge of print and its uses

**a. Uses and appreciates books and other texts**

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<b>Shows interest in books</b> <ul style="list-style-type: none"><li>• Gazes at the pages of a book</li><li>• Brings book to adult to read</li></ul>	<b>Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</b> <ul style="list-style-type: none"><li>• Hands teacher book and says, "Let's read <i>Corduroy</i>!"</li></ul>	<b>Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</b> <ul style="list-style-type: none"><li>• Says, "I want to read this Dr. Seuss book today."</li><li>• Says, "Eric Carle wrote this book. He is the author."</li><li>• Selects a book in the library and talks to the librarian about the front and back cover; points out the title page when prompted</li></ul>	<b>Uses various types of books for their intended purposes</b> <ul style="list-style-type: none"><li>• Selects a nonfiction book about insects to identify the butterfly seen on the playground</li></ul>	<b>Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons); may need support</b> <ul style="list-style-type: none"><li>• Selects a simple storybook to read when finished with an assignment</li><li>• Checks the glossary when teacher suggests using it to find out the meaning of <i>gill</i> while looking at a book about sharks</li><li>• Determines that a classmate's book is fiction because it has a talking dog. Says, "My library book is also about dogs, but it's nonfiction. The dogs don't talk."</li></ul>	<b>Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure</b> <ul style="list-style-type: none"><li>• Selects a book of jokes from the e-books to read so she can tell a joke to the teacher</li><li>• Independently checks the glossary to determine the meaning of a bolded word in science text</li><li>• During a class discussion of <i>James and the Giant Peach</i>, describes the basic story structure</li></ul>	<b>Uses text features and search tools (keywords, sidebars, hyperlinks) proficiently to locate information related to a specific topic; explains parts of stories, poems, and dramatic plays (chapter, verse, scene, act, etc.) and how they work together</b> <ul style="list-style-type: none"><li>• Reads a grade-appropriate newspaper article about construction of a new recycling center</li><li>• Uses key words and follows hyperlinks when searching the Web for information related to a class project</li><li>• When writing about a poem he has read, uses the word <i>stanza</i> to refer to particular text</li></ul>							
														</	

Notes:





## Objective 18 Comprehends and responds to books and other texts

**a. Interacts during reading experiences, book conversations, and text reflections**

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<b>Contributes particular language from the book at the appropriate time</b> <ul style="list-style-type: none"><li>Says, "You're not big enough," when teacher pauses in <i>The Grouchy Ladybug</i></li></ul>	<b>Asks and answers questions about the text; refers to pictures</b> <ul style="list-style-type: none"><li>Responds, "He was mad. He threw his hat down."</li></ul>		<b>Identifies story-related problems, events, and resolutions during conversations with an adult</b> <ul style="list-style-type: none"><li>When prompted, says, "George got put in jail. He ran out the open door and got out."</li></ul>		<b>Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points</b> <ul style="list-style-type: none"><li>Shares the illustration of Camilla looking like a pill from <i>A Bad Case of Stripes</i> and talks about what happened and why it's funny</li><li>Says to a friend, "In this book, Olivia needs help, but in the other book, she's helping someone else."</li><li>Says, "I think the author drew the illustrations using bright colors because he's describing spring, when flowers bloom and the grass turns green."</li><li>After reading a new version of <i>The Three Little Pigs</i>, makes props and retells the story incorporating the major details and differences between the new and older versions</li></ul>		<b>Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</b> <ul style="list-style-type: none"><li>Says, "I like roller coasters, so I'm like Junie in the book, not like her brother, who's afraid of roller coasters."</li><li>Says, "The chart on page 10 shows us why it's good to recycle at school."</li><li>Says, "The author likes winter time even though it is very cold. She says building a snowman is fun so we will like winter."</li><li>Chooses a phrase from a poem and talks about the emotions it conveys</li></ul>		<b>Uses second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer who, what, when, and how questions about key details; describe characters' points of view and responses to events; and explain how words or phrases, or images/illustrations supply meaning.</b> <ul style="list-style-type: none"><li>During Readers' Theater, reads aloud using different voices to reflect different settings, characters, and characters' emotions</li><li>Discusses similarities and differences between/among versions of <i>Jack and the Beanstalk</i> that were written by authors from Iceland, Egypt, and Vietnam</li><li>After reading a science selection, contributes to group writing of a step-by-step procedure for the science experiment.</li></ul>		<b>Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiate own viewpoint with those in text</b> <ul style="list-style-type: none"><li>Discusses information about the moon's surface, atmosphere, and key events of the astronauts obtained from a website and from a science text. Presents similarities and differences, referring to specific text and photos in the two sources</li><li>Compares the settings of two <i>Boxcar Children</i> books by saying, "This story takes place in a candy factory, and this one happens at a baseball game."</li><li>After reading a biography of Dr. Martin Luther King, Jr., creates a timeline of his life and related historical events</li><li>After reading a book about the rainforest, answers questions about the author's reasons for and opinions about saving the rainforest</li></ul>		



### Objective 18 Comprehends and responds to books and other texts




**c. Retells stories and recounts details from informational texts**

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<p><b>Retells some events or information from a familiar story or other text with close adult prompting</b></p> <ul style="list-style-type: none"> <li>Says, "The pig builds a house from it" when the teacher asks, "What does the first little pig do with the straw?" Then says, "The wolf blows it down," when the teacher asks, "What does the wolf do to the house?"</li> <li>After hearing the teacher read <i>Sam Helps Recycle</i>, says, "Sam got in the car to go to the recycle place."</li> </ul>		<p><b>Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</b></p> <ul style="list-style-type: none"> <li>Retells the basic events of <i>The Three Little Pigs</i> using felt pieces on a felt board</li> <li>While recounting the story, looks at the photos in <i>Sam Helps Recycle</i> to remember the process of sorting bottles and cans</li> </ul>		<p><b>Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate</b></p> <ul style="list-style-type: none"> <li>Retells <i>The Three Little Pigs</i>, starting with the pigs saying good-bye to their mother, remembering the correct order in which the pigs build their houses, and ending with the wolf climbing down the chimney and falling into the pot of hot water</li> <li>Retells <i>Sam Helps Recycle</i> by recounting the process of recycling from beginning to end</li> </ul>		<p><b>Retells stories and recounts informational texts with many details about characters, events, ideas, and story lines</b></p> <ul style="list-style-type: none"> <li>Retells <i>The Three Little Pigs</i> and includes details about how the mother felt about her children leaving home, the pigs' personalities, and why building a house from bricks is better than building a house from straw or sticks</li> </ul>		<p><b>Paraphrases grade-appropriate literature and informational texts and includes the major points and central message</b></p> <ul style="list-style-type: none"> <li>Reads and then retells a story in own words, including the important details about the setting, plot, events, and characters and their feelings</li> <li>Reads a simple informational book on dolphins and then explains how they hunt for food</li> </ul>		<p><b>Summarizes the major points and central message in grade-appropriate literature and informational texts; makes interpretive comments about text</b></p> <ul style="list-style-type: none"> <li>Reads a multi-paragraph folktale and tells the main topic, what each paragraph is about, and the moral of the story</li> <li>Reports on reptiles after reading an informational book on the topic</li> </ul>		<p><b>Summarizes the major points, central message, and underlying themes in grade-appropriate literature and informational texts; indicates how key points support the central idea; connects and compares a series of historical events, scientific ideas, and procedures using language reflecting time, cause and effect, and sequence</b></p> <ul style="list-style-type: none"> <li>Reads a biography on Abraham Lincoln and explains how what is read relates to historical events</li> <li>Explains the steps in an experiment after reading the instructions</li> <li>After reading <i>Lulu and the Brontosaurus</i>, talks about how Lulu changes after the brontosaurus makes her his pet and gives examples to show what Lulu learned about how to treat others</li> </ul>	

Notes:

## Objective 18 Comprehends and responds to books and other texts

**d. Uses context clues to read and comprehend texts**

d. Uses context clues to read and comprehend texts									
Not Yet	1	2	3	4	5	6	7	8	9
		<p><b>Uses different strategies to make meaning from print: determines patterns in text; uses known words; asks questions; sounds out words; and uses frequently occurring affixes and inflections</b></p> <ul style="list-style-type: none"><li>Looks at the illustrations before beginning reading and predicts what the passage will be about</li><li>Notices the same phrases over and over again as she reads the repetitive text</li><li>Reads the root word <i>big</i> in <i>bigger</i> and sounds out the rest of the word</li></ul>		<p><b>Uses various strategies to make meaning when reading first-grade-level content: monitors for understanding; asks and answers questions; uses sentence-level clues; uses known affixes</b></p> <ul style="list-style-type: none"><li>Reads, "The dog <i>begs</i> for his food," and says, "That doesn't make sense." Looks carefully and rereads, "The dog <i>begs</i> for his food." States, "Now it makes sense!"</li><li>Asks for clarification of the word <i>hibernation</i> when reading a book about polar bears in order to understand the passage</li><li>Says, "I think the horse will get away. I see the prefix <i>un</i> before the word <i>tied</i>. If the horse is <i>untied</i>, he is going to run when it storms."</li></ul>		<p><b>Uses various strategies to make meaning when reading second-grade-level content: monitors for understanding; uses sentence-level clues; and uses known affixes, roots, and individual words in compounds</b></p> <ul style="list-style-type: none"><li>Re-reads the preceding several sentences to infer the meaning of a new word</li><li>Looks at additional information in a diagram when reading a passage about different types of exercise</li></ul>		<p><b>Uses various strategies to make meaning when reading third-grade-level content: monitors for understanding; uses sentence-level clues; and uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content</b></p> <ul style="list-style-type: none"><li>Records specific questions to help guide his study of the science text</li><li>Uses a dictionary to find the meaning of the word <i>cerebral</i> after reading it in a book about the brain</li><li>While reading a story, says, "I think this means he might get into trouble about the way he is talking" after reading, "That boy is skating on thin ice."</li><li>Reads a sentence over to get the meaning of a word</li></ul>	
									





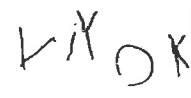
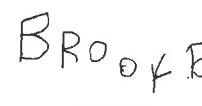
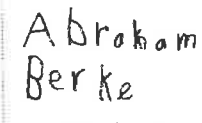







Notes:

**e. Reads fluently**

[illegible]

## Objective 19 Demonstrates writing skills

### a. Writes name

a. Writes name															
Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<b>Makes scribbles or marks</b> <ul style="list-style-type: none"><li>• Scribble writes deliberately</li><li>• Makes marks that appear to adults to be in random order</li></ul> 		<b>Makes controlled linear scribbles</b> <ul style="list-style-type: none"><li>• Scribbles lines, circles, or zigzags in rows</li><li>• Often repeats action and forms</li></ul> 		<b>Writes mock letters or letter-like forms</b> <ul style="list-style-type: none"><li>• Writes segments of letter forms, e.g., lines, curves</li><li>• May use too many segments to create a letter, e.g., five horizontal lines on the letter E</li><li>• May not orient letter segments correctly</li></ul> 		<b>Writes letter strings</b> <ul style="list-style-type: none"><li>• Writes some letters correctly</li><li>• Writes letters in unconventional order</li></ul> 		<b>Writes partially accurate first name</b> <ul style="list-style-type: none"><li>• Writes all the letters of own name, although some may not be sequenced correctly</li><li>• Writes all the letters of own name, but some of the letters are not formed or oriented correctly</li></ul> 		<b>Writes accurate first name</b> <ul style="list-style-type: none"><li>• Writes all the letters of own name in the correct sequence, form, and orientation</li><li>• Uses uppercase or lowercase letters (or a combination of both) when writing name</li></ul> 		<b>Writes accurate first and last name</b> 		
	Carolyn		Lilly		Paula		Emma		Vicky		Brooke		Abraham		
															

Notes:



## Objective 19 Demonstrates writing skills

### b. Writes to convey ideas and information

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	<p><b>Uses drawing, dictation, and scribbles or marks to convey a message</b></p> <ul style="list-style-type: none"><li>• Scribble-writes deliberately</li><li>• Makes marks that appear to adults to be in random order</li></ul>		<p><b>Uses drawing, dictation, and controlled linear scribbles to convey a message</b></p> <ul style="list-style-type: none"><li>• Scribbles lines, circles, or zigzags in rows</li><li>• Often repeats action and forms</li></ul>		<p><b>Uses drawing, dictation, and mock letters or letter forms to convey a message</b></p> <ul style="list-style-type: none"><li>• Writes segments of letter forms, e.g., lines, curves</li><li>• May use too many segments to create a letter, e.g., five horizontal lines on the letter E</li><li>• May not orient letter segments correctly</li></ul>		<p><b>Uses drawing, dictation, and letter strings to convey a message</b></p> <ul style="list-style-type: none"><li>• Writes strings of letters</li><li>• Writes some letters correctly</li><li>• Writes letters in unconventional order</li><li>• Begins to separate groups of letters with spaces</li><li>• May copy environmental print</li></ul>		<p><b>Uses drawing, dictation, and early invented spelling to convey a message</b></p> <ul style="list-style-type: none"><li>• Uses first letter of word to represent whole word</li><li>• Writes initial and/or final sounds of a word to represent the whole word</li></ul> <p><i>*Note: In Spanish, early invented spelling may consist primarily of vowels.</i></p>		<p><b>Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</b></p> <ul style="list-style-type: none"><li>• Writes a simple opinion piece about a favorite book, adding suggestions from the teacher</li><li>• Writes about a visit to a pet store using drawing, writing, and dictation</li></ul>		<p><b>Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed</b></p> <ul style="list-style-type: none"><li>• Writes and illustrates a story in her journal about going on a fishing trip; describes the sequence of events, provides basic details, and includes an ending</li><li>• Writes an informative text about how to care for a pet, including basic facts and an appropriate closure</li><li>• Composes an opinion piece, "Why We Need Longer Recesses," introducing the topic, stating his opinion, offering a simple rationale, and providing a sense of closure</li><li>• Works with others to create research project about trees</li></ul>		<p><b>Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed</b></p> <ul style="list-style-type: none"><li>• Writes a narrative story that has a clear beginning, middle, and end, and adds an illustration; revises story to focus on topic and corrects punctuation after hearing feedback from classmates</li><li>• Writes a fantasy story and says, "I can't make this story too scary because it's for the preschool class."</li><li>• Composes a well-structured report on bees by working with others and reading multiple texts on the topic; includes facts and details about life cycle and habitat</li></ul>		<p><b>Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</b></p> <ul style="list-style-type: none"><li>• Takes several days to write a "chapter book" about school to share at kindergarten orientation</li><li>• Composes an article, a poem, and a cartoon to include in the school newspaper, incorporating feedback from classmates</li><li>• Uses multimedia writing tools to create a nonfiction story based on information gathered online, including text, pictures, and diagrams; says, "I have to think and write quickly because this is due soon."</li></ul>		



### Objective 19 Demonstrates writing skills

**c. Writes using conventions**

Not Yet	1	2	3	4	5	6	7	8	9
		<p><b>Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun I); writes simple words phonetically based on knowledge of sound-letter relationships</b></p> <ul style="list-style-type: none"> <li>Makes an alphabet chart, including pictures and both upper- and lowercase letters</li> <li>Uses phonetic spelling to label the buildings created in the Block area</li> </ul>		<p><b>Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts</b></p> <ul style="list-style-type: none"> <li>Uses capitals for names of people and dates; uses commas for words in series and dates; applies appropriate ending punctuation</li> <li>Says, "I need to make a few edits so everyone can read my story."</li> </ul>		<p><b>Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading</b></p> <ul style="list-style-type: none"> <li>Uses capitals when writing about holidays, branded products, and geographic names; uses commas in letter greetings and closings; uses apostrophes for word contractions and to indicate common possessives</li> <li>Makes edits suggested by a friend</li> </ul>		<p><b>Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft</b></p> <ul style="list-style-type: none"> <li>Capitalizes appropriate words in titles, uses commas when writing addresses, and adds quotation marks as needed</li> <li>Edits as she writes and then proofreads and makes final changes</li> </ul>	

Notes:

### a. Counts

[illegible]

## Objective 20 Uses number concepts and operations

### b. Quantifies

h. Quantities															
Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<p><b>Demonstrates understanding of the concepts of one, two, and more</b></p> <ul style="list-style-type: none"><li>Says, "More apple," to indicate he wants more pieces than given</li><li>Takes two crackers when prompted, "Take two crackers."</li></ul>		<p><b>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</b></p> <ul style="list-style-type: none"><li>Looks at the sand table and says instantly, without counting, "There are three children at the table."</li><li>Says, "I have four cubes. Two are red, and two are blue."</li><li>Puts three bunnies in the box with the two bears. Counts and says, "Now I have five."</li></ul>		<p><b>Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</b></p> <ul style="list-style-type: none"><li>Says, "I have eight big buttons, and you have eight little buttons. We have the same."</li><li>Tosses ten puff balls at the hoop. When three land outside, says, "More went inside."</li><li>Puts two dominoes together, says, "Five dots," and counts on: "Six, seven, eight. Eight dots all together."</li></ul>		<p><b>Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts</b></p> <ul style="list-style-type: none"><li>Cuts a banana in half and says to a friend, "Now, we each have a fair share because we each have the same."</li><li>Uses two-sided counters to determine different number combinations for 14</li><li>Says, "There were twelve of us from Mrs. Holt's class, and four more kids came. That means there are thirteen, fourteen, fifteen, sixteen of us playing dodge ball."</li></ul>		<p><b>Answers how much questions about wholes partitioned into equal-size shares of two and four; verbally labels each part and describes its relationship to the whole</b></p> <ul style="list-style-type: none"><li>Cuts a paper pizza into two equal parts; gives one part to a friend and says, "We have equal amounts. We each have half of the pizza."</li><li>Divides a clay length into four equal parts when asked by the teacher to make fourths. Signs, "It's three fourths" when asked what three pieces of the whole represent</li></ul>		<p><b>Answers how much questions about wholes partitioned into equal shares of two (halves), four (fourths), and three (thirds); verbally labels each part and describes its relationship to the whole</b></p> <ul style="list-style-type: none"><li>Divides a rectangle into three equal parts; colors in one part when asked to represent one third, colors in another part to show two thirds, and another to show three thirds</li><li>Says, "When I put these four quarter pieces together, I have one whole. Four fourths equal a whole."</li><li>Provides the correct response when the teacher shows pictures representing two thirds, two fourths, one half, etc.</li></ul>		<p><b>Partitions groups into subgroups with equal numbers and verbally describes the subgroups as a fraction of the whole; compares fractions and explains them using physical models, pictorial representations, and number lines</b></p> <ul style="list-style-type: none"><li>Given a plate divided into eighths, shows one piece for one eighth, three pieces for three eighths, and four pieces for four eighths. Then says, "Hey, these four eighths are equal to one-half because they are the same size!"</li><li>Partitions the space on a number line from 0-1 into six equal parts. Puts a red dot to indicate <math>\frac{4}{6}</math>, a green dot to indicate <math>\frac{2}{6}</math>, and a blue dot to indicate a whole. Signs, "That's six sixths."</li></ul>	

Notes:

**Objective 20** Uses number concepts and operations

**c. Connects numerals with their quantities**

[illegible]

Notes:

Not Yet	1	2	3	4	5	6	7	8	9
	<p><b>Indicates base-ten equivalents for numbers 11 to 19 using objects and drawings; may use simple equations</b></p> <ul style="list-style-type: none"> <li>• Snaps cubes into one group of ten and seven ones and says, "I made one ten and seven ones. That's seventeen."</li> <li>• Draws ten dots enclosed in a circle (one ten) and nine single dots (nine ones) when the teacher says, "Make nineteen using tens and ones."</li> <li>• Counts out groups of 11 to 19 objects and tells how many tens and how many ones are in each group</li> </ul>		<p><b>Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10–90)</b></p> <ul style="list-style-type: none"> <li>• Accurately responds when asked, "What does the numeral 1 stand for when I write '13'? What does it stand for when I write '31'?"</li> <li>• Says, "Fifty-four is the same as five tens and four ones. Forty-five is four tens and five ones. Fifty-four is bigger because it has more tens."</li> <li>• Working with a classmate, combines her 6 tens and 5 ones with his 2 tens and 7 ones. As she writes 92, says, "Now we have eight tens and twelve ones. We can trade in ten ones to make another ten. Now we have nine tens and two ones."</li> </ul>		<p><b>Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)</b></p> <ul style="list-style-type: none"> <li>• Takes bundles of tens and puts together 10 of them. Says, "This bundle is one hundred. I can write 100 to stand for one hundred, zero tens, and zero ones."</li> <li>• Types <math>267 = 200 + 60 + 7</math> (expanded form)</li> <li>• Looks at the numeral 723 and says, "That's the same as seven hundreds, two tens, and three ones; and three ones, two tens, and seven hundreds. If I add another hundred, it's 823."</li> <li>• Calculates <math>24 + 32 + 16</math> by recomposing the ones into 1 ten and 2 ones (carrying)</li> </ul>		<p><b>Uses place-value understanding to represent and write four-digit numbers; multiplies one-digit whole numbers by 10s (10–90); rounds three-digit whole numbers to the nearest ten or hundred</b></p> <ul style="list-style-type: none"> <li>• Correctly fills in the missing numbers:  <math>1,000 = 1,000</math> ones  <math>1,000 = 100</math> tens  <math>1,000 = 10</math> hundreds</li> <li>• Writes <math>5 \times 10 = 50</math> when asked to solve the problem, "If you had five groups of ten, how many would you have?"</li> <li>• Writes 230 when asked to round 228 to the nearest ten; writes 700 when asked to round 657 to the nearest hundred</li> </ul>		

© 2015 Teaching Strategies, LLC. TRAINING VERSION • SUMMER 2015



## Objective 20 Uses number concepts and operations




### e. Applies properties of mathematical operations and relationships

Not Yet	1	2	3	4	5	6	7	8	9
	<p><b>Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10</b></p> <ul style="list-style-type: none"><li>• Uses counters to represent the problem. "Kalinda had six crayons. She shared two with Sam. How many crayons does Kalinda have left?"</li><li>• Draws seven flowers and then draws two more, and says, "Now I have nine. Seven plus two more equals nine."</li><li>• Plays the 'Spill the Six Beans' game and records the number combinations <math>6 = 2</math> (red sides) + 4 (white sides); <math>6 = 5</math> (white sides) + 1 (red side).</li></ul>		<p><b>Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20</b></p> <ul style="list-style-type: none"><li>• Solves the problem using drawings. "Grady had 3 marbles and then he bought some more. Now he has 12 marbles. How many more marbles did he buy?"</li><li>• Demonstrates an understanding of the commutative property of addition by saying, "I know that <math>8 + 5 = 13</math> because <math>5 + 8 = 13</math>."</li><li>• Accurately completes the equation <math>7 + \underline{\quad} = 11</math>; checks the answer using counting chips</li><li>• Plays the <i>True or False?</i> game, accurately identifying addition and subtraction equations within 20 as true or false (e.g., <math>7 = 5 + 2</math>; <math>19 = 19</math>; <math>18 = 19 - 1</math>)</li></ul>		<p><b>Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to 5 rows and 5 columns)</b></p> <ul style="list-style-type: none"><li>• Counts and records the number of markers at each table; adds the numbers together and then subtracts the dried-out markers from the total</li><li>• Solves the word problem, "The bookshelf is 30 inches wide. The books already on it take up 10 inches of the space. How much space is left to put other books on the shelf?"</li><li>• Makes four rows of five cubes each and writes <math>5 + 5 + 5 + 5 = 20</math> to represent the arrangement and sum of the equal addends</li></ul>		<p><b>Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</b></p> <ul style="list-style-type: none"><li>• Solves multiplication problems using the commutative property of multiplication (<math>a \times b = b \times a</math>) and the associative property of multiplication (<math>(a \times b) \times c = a \times (b \times c)</math>)</li><li>• Tells a friend, "When you divide any number by one, it's still the same number. Even ten million divided by one is still ten million!"</li><li>• Correctly writes the equation for and solves the word problem, "Rudy has 20 inches of yarn. How long must he cut each piece if he gives 5 friends equal lengths?" (<math>20 \div 5 = n</math>)</li><li>• When shown 6 groups of 8 stars, writes the equation <math>6 \times 8 = 48</math></li></ul>		

Notes:

## Objective 20 Uses number concepts and operations

### f. Applies number combinations and mental number strategies in mathematical operations

Not Yet	1	2	3	4	5	6	7	8	9
	<p><b>Adds and subtracts whole numbers fluently within 5</b></p> <ul style="list-style-type: none"><li>• Adds numbers within 5 quickly as they appear on the whiteboard</li><li>• Plays "Spill the Beans" (using 5 beans) and rapidly adds the number of black beans and white beans to get a total number</li></ul>			<p><b>Adds and subtracts whole numbers fluently within 10 using mental strategies (counting on, making ten, decomposing/recomposing, addition/subtraction relationship, and easier equivalent known sums)</b></p> <ul style="list-style-type: none"><li>• Responds readily to "say it fast" (to 10) challenges (e.g., <math>2 + 8 = \underline{\quad}</math>, <math>9 - 2 = \underline{\quad}</math>, <math>7 + 3 = \underline{\quad}</math>)</li><li>• Uses decomposing and recomposing as he states, "Figuring out <math>4 + 5</math> is easy because I can use a doubles plus one. It is <math>4 + 4 = 8</math> and 1 more is 9."</li></ul>		<p><b>Adds and subtracts whole numbers fluently within 20 using previously learned mental strategies; knows all the addition combinations of two, one-digit numbers from memory</b></p> <ul style="list-style-type: none"><li>• Tosses three dice and quickly adds the numbers by counting on</li><li>• Uses known one-digit sums to add the number of steps to move forward in a board game</li></ul>		<p><b>Adds and subtracts whole numbers fluently within 1,000; multiplies and divides whole numbers fluently within 100 using previously learned mental strategies, the relationships between addition/multiplication and multiplication/division, and algorithms based on place value; identifies the products of all one-digit numbers from memory</b></p> <ul style="list-style-type: none"><li>• Uses fluent knowledge of multiplication and addition to determine the total number of wheels on the cars that pass the play yard</li><li>• States, "If <math>7 \times 9 = 63</math>, then <math>63 \div 9 = 7</math>," and proceeds to show thoughts using a grouping illustration</li></ul>	
									
									

Notes:



**Objective 21** Explores and describes spatial relationships and shapes

**a. Understands spatial relationships**

[illegible]

Notes:

**Objective 21** Explores and describes spatial relationships and shapes

**b. Understands shapes**

Understands shapes															
Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<b>Matches two identical shapes</b> <ul style="list-style-type: none"> <li>• Puts a circular puzzle piece in the circular space</li> <li>• Places shapes in a shape-sorting box</li> </ul>		<b>Identifies a few basic shapes (circle, square, triangle)</b> <ul style="list-style-type: none"> <li>• Looks at a wheel and says, "A circle."</li> <li>• Names shape pieces as he puts them on a shape lotto card</li> </ul>		<b>Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</b> <ul style="list-style-type: none"> <li>• Says, "It's a ball 'cause it rolls."</li> <li>• Puts hand in feely box and says, "It has three sides and three points. It's a triangle."</li> </ul>		<b>Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</b> <ul style="list-style-type: none"> <li>• Says, "It's still a triangle no matter how I turn it."</li> <li>• Cuts apart a rectangle to make two squares</li> </ul>		<b>Distinguishes essential attributes of triangles, rectangles, squares, trapezoids, half circles, and quarter circles; visualizes and creates known shapes</b> <ul style="list-style-type: none"> <li>• Recognizes cardboard shapes in the "fee y bag" by touch, describes their defining characteristics, and asks others to guess the shape</li> <li>• When asked to make a square, quickly puts together two right triangles</li> </ul>		<b>Uses essential attributes to label and create quadrilaterals, pentagons, hexagons, and cubes; visualizes and predicts the results of combining and taking apart two-dimensional and three-dimensional shapes</b> <ul style="list-style-type: none"> <li>• Using a geoboard, creates a "mystery shape" (pentagon) by following teacher's verbal directions; when complete, indicates the shape is a pentagon and tells why</li> <li>• Tells friend, "I think it will make a hexagon if I put these six triangles together. Let's try it and see. Hey, it works! Now let's see what shape it makes if I add six more triangles, one on each side."</li> </ul>		<b>Classifies known shapes into higher and subordinate categories; provides rationale for classifications; divides shapes into parts with equal areas and expresses the parts as unit fractions.</b> <ul style="list-style-type: none"> <li>• Uses essential attributes to generate examples and non-examples of known two-dimensional shapes</li> <li>• Creates Venn diagrams that show relationships between different quadrilaterals (e.g., squares, rectangles, rhombuses); explains the classifications</li> <li>• After dividing a rectangular "farm" into three equal parts, says, "The farmer has corn planted in one third of the area of his farm. He likes potatoes the best, so he used two-thirds of the area to plant potatoes."</li> </ul>	

Notes:

## Objective 22 Compares and measures

### a. Measures objects

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<b>Makes simple comparisons between two objects</b> <ul style="list-style-type: none"><li>• Pours sand or water from one container to another</li><li>• Indicates which ball is bigger when shown a tennis ball and a beach ball</li></ul>	<b>Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</b> <ul style="list-style-type: none"><li>• Puts blocks side by side in order of length</li><li>• Says, "We go outside after lunch."</li><li>• Lays two short blocks on top of a long block to see if it's the same length</li><li>• Responds, "You're second to use the computer."</li></ul>	<b>Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</b> <ul style="list-style-type: none"><li>• Measures by using paper clips, cubes, string, hands, feet or other objects</li><li>• Measures block tower with linking cubes and says, "I made mine fifteen cubes high!!"</li><li>• Stands on scale while pretending to be in a doctor's office</li></ul>	<b>Uses measurement words and some standard measurement tools accurately</b> <ul style="list-style-type: none"><li>• Says, "We need two cups of flour and one cup of salt to make dough."</li><li>• Says, "If I add three more tiles to this side of the scale, they'll be the same."</li></ul>	<b>Measures length accurately and expresses the measurement in whole numbers</b> <ul style="list-style-type: none"><li>• Compares the length of several objects using cardboard strips, carefully placing them with no gaps and overlaps</li><li>• Measures using the meter stick and says, "This is 5 centimeters long."</li></ul>	<b>Measures and compares the length of two objects using standard length units</b> <ul style="list-style-type: none"><li>• Estimates that the table will fit into a space, but when she measures the space, says, "It won't fit. The table is one foot and three inches too long."</li></ul>	<b>Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter</b> <ul style="list-style-type: none"><li>• Solves the problem, "If Gilberto had 12 liters of water, how many more liters would he need to buy to have 26 liters?"</li><li>• Uses centimeter grid paper to indicate a 3 by 4 and a 4 by 3 square area. Multiplies and says, "The area of both is 12 units because I multiplied one length by the other length. Counts the squares and says, "See, both of them are 12."</li></ul>							

Notes:

## Objective 22 Compares and measures











**b. Measures time and money**

[illegible]

Notes:

## Objective 22 Compares and measures

**c. Represents and analyzes data**

Not Yet	1	2	3	4	5	6	7	8	9
	<p><b>Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings</b></p> <ul style="list-style-type: none"><li>Looks at a picture graph and says, "Most kids like grapes. It has nine people. Apples are second. Eight kids like apples."</li><li>Tallies the number of classmates who have shoelaces on their shoes and the number who have Velcro®</li></ul>		<p><b>Organizes, represents, and analyzes data with up to three categories; uses simple numerical summaries (counts, tallies) and ordinal terms to describe findings</b></p> <ul style="list-style-type: none"><li>Surveys the class and makes a graph indicating favorite yogurt flavors (vanilla, blueberry, or strawberry).</li><li>Reads a simple bar graph and says, "The trucks are first because they have the most; there are 14 trucks. The cars are the second most because there are 13. SUVs are third. There are only 10 of them."</li></ul>		<p><b>Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts</b></p> <ul style="list-style-type: none"><li>Measures the length of four objects and creates a four-row horizontal graph to represent the information. Explains what graph represents: asks and answers questions related to the total data set and its parts</li><li>Works with several classmates to make 'snakes' of different lengths using whole-unit cubes. Measures each 'snake' and records the lengths on a number line (line plot). Later, tells the class the lengths referring to the line plot.</li></ul>		<p><b>Reads and creates scaled picture or bar graphs where each picture/ bar represents more than one data point; uses the graph to ask and answer questions</b></p> <ul style="list-style-type: none"><li>Looks at a scaled picture graph (1 picture = 2 persons) and indicates 12 persons in total, 10 of whom ride the train and 2 of whom drive cars</li><li>Creates a bar graph where each bar represents 10 individuals; colors in three bars and says, "There were thirty people who liked cats best and twenty who liked dogs. That's ten more people who like cats."</li></ul>		
									

Notes:

## Objective 23 Demonstrates knowledge of patterns

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<b>Shows interest in simple patterns in everyday life</b> <ul style="list-style-type: none"><li>Notices that a special song is played whenever it is time to clean up</li><li>Points to the tiles in the bathroom and says, "They go this way, that way, this way, that way."</li></ul>	<b>Copies simple repeating patterns</b> <ul style="list-style-type: none"><li>Beats a drum as the teacher does, e.g., loud, soft; loud, soft; loud, soft; etc.</li><li>Strings beads as her friend does, e.g., red, blue, blue; red, blue, blue; red, blue, blue; etc.</li></ul>	<b>Extends and creates simple repeating patterns</b> <ul style="list-style-type: none"><li>Makes a repeating movement pattern, e.g., stomp, stomp, clap, clap; stomp, stomp, clap, clap; etc.</li><li>When shown pattern of cubes, e.g., red, blue, blue, red; red, blue, blue, red; etc., adds to it correctly</li></ul>	<b>Recognizes, creates, and explains more complex repeating and simple growing patterns</b> <ul style="list-style-type: none"><li>Says, "If I add one to three, it's the next number: four. If I add one to four, it's the next number: five."</li><li>Extends the growing pattern by adding one cube like a staircase, e.g., 1 cube, 2 cubes, 3 cubes, 4 cubes, etc.</li></ul>	<b>Notifies more complex patterns in numbers; identifies the core unit of patterns; represents patterns using numerical and letter symbols</b> <ul style="list-style-type: none"><li>Says, "I see patterns on the '00 to 99 chart.' All the numbers in the ones place in each column are the same. They go from 0 to 9."</li><li>Circles every second number on the number line in red and then circles every fifth number in blue; uses the visual patterns to assist in skip counting</li><li>Looks at a photo of a gate with a distinct pattern and writes A-B-B to represent the core unit pattern of 1 large fleur-de-lis and 2 small fleurs-de-lis; continues the pattern notation by writing A-B-B-A-B-B-A-B-B</li></ul>	<b>Uses number patterns to count and to solve problems; uses and explains patterns in counting and addition</b> <ul style="list-style-type: none"><li>Explains that when you have a group with even numbers of objects, each member has "a partner" or can be paired</li><li>Accurately fills in the blanks when presented with 26, 22, 18, __, 10, __</li></ul>	<b>Recognizes arithmetic patterns and explains them using properties of operations</b> <ul style="list-style-type: none"><li>Says, "Hey, if I add 3 + 3 + 3 + 3, that's the same thing as multiplying 3 x 4. Multiplying is faster."</li><li>Explains that when you add zero to any number, the sum is still the same because zero is a place holder representing no amount</li><li>Remarks that you can add numbers in any order and the sum remains the same</li><li>Notifies the relationship between a division problem and figuring out a fair share</li></ul>								

Notes:



## Objective 24 Uses scientific inquiry skills

Levels	No Evidence Yet		
	Emerging		
	Meets Program Expectation		

## Objective 25 Demonstrates knowledge of the characteristics of living things

Levels	No Evidence Yet		
	Emerging		
	Meets Program Expectation		

## Objective 26 Demonstrates knowledge of the physical properties of objects and materials

Levels	No Evidence Yet		
	Emerging		
	Meets Program Expectation		

## Objective 27 Demonstrates knowledge of Earth's environment

Levels	No Evidence Yet		
	Emerging		
	Meets Program Expectation		

## Objective 28 Uses tools and other technology to perform tasks

Levels	No Evidence Yet		
	Emerging		
	Meets Program Expectation		

## Objective 29 Demonstrates knowledge about self

Levels	No Evidence Yet		
	Emerging		
	Meets Program Expectation		



### Objective 30 Shows basic understanding of people and how they live

Levels	No Evidence Yet	Emerging	Meets Program Expectation
--------	-----------------	----------	---------------------------

### Objective 31 Explores change related to familiar people or places

Levels	No Evidence Yet	Emerging	Meets Program Expectation
--------	-----------------	----------	---------------------------

### Objective 32 Demonstrates simple geographic knowledge

Levels	No Evidence Yet	Emerging	Meets Program Expectation
--------	-----------------	----------	---------------------------

### Objective 33 Explores the visual arts

Levels	No Evidence Yet	Emerging	Meets Program Expectation
--------	-----------------	----------	---------------------------

### Objective 34 Explores musical concepts and expression

Levels	No Evidence Yet	Emerging	Meets Program Expectation
--------	-----------------	----------	---------------------------

### Objective 35 Explores dance and movement concepts

Levels	No Evidence Yet	Emerging	Meets Program Expectation
--------	-----------------	----------	---------------------------

### Objective 36 Explores drama through actions and language

Levels	No Evidence Yet	Emerging	Meets Program Expectation
--------	-----------------	----------	---------------------------

## Objective 37 Demonstrates progress in listening to and understanding English

1	2 Beginning	3	4 Progressing	5	6 Increasing	7	8 Advancing	9
	<p><b>Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</b></p> <ul style="list-style-type: none"> <li>Moves closer to the dramatic play area to watch a small group of children</li> <li>Sits across from two children who are stringing beads and talking, and begins stringing beads, too</li> <li>Watches another child hold up a cup to request milk and does the same</li> <li>Participates by doing hand movements while other children and the teacher sing in the new language</li> </ul>		<p><b>Responds to common English words and phrases when they are accompanied by gestures or other visual aids</b></p> <ul style="list-style-type: none"> <li>Joins a group in the block area when one child motions with a hand to come, and says, "Come play."</li> <li>Goes to the sink when the teacher says it is time to brush teeth and pantomimes toothbrushing</li> <li>Nods when classmate says, "Hello."</li> <li>Sits by the teacher when she holds up a book and asks, "Would you like to read a book?"</li> </ul>		<p><b>Responds to words and phrases in English when they are not accompanied by gestures or other visual aids</b></p> <ul style="list-style-type: none"> <li>Goes to table when teacher says, "It's lunchtime. Take your seats at the tables."</li> <li>Puts the caps on the markers and then puts the markers on the shelf when reminded</li> <li>Points to ear when asked, "Where's your ear?"</li> <li>Picks up a car from a group of toys when asked, "Where's the car?"</li> <li>Picks up the puzzle with the puppy on it when another child says, "Let's do the puppy puzzle together."</li> </ul>		<p><b>Understands increasingly complex English phrases used by adults and children</b></p> <ul style="list-style-type: none"> <li>Responds by putting the correct block where directed when another child says, "Hey, put that square block over there by the horse to make the fence."</li> <li>Points to the correct piece when the teacher asks, "Which circle is the biggest?"</li> <li>Touches the car at the top of the tallest ramp when the teacher asks, "Which car do you think will roll the fastest?"</li> </ul>	

## Objective 38 Demonstrates progress in speaking English

1	2 Beginning	3	4 Progressing	5	6 Increasing	7	8 Advancing	9
	<b>Repeats sounds and words in English, sometimes very quietly</b> <ul style="list-style-type: none"> <li>• Mouths the words of a song during circle time</li> <li>• Echoes a word or phrase, e.g., says, "Monkey," while group chants "Five Little Monkeys Jumping on the Bed"</li> <li>• After teacher says, "Up," child repeats, "Up."</li> <li>• Repeats, "Mil, mil, mil," after the teacher asks, "Would you like more milk?"</li> </ul>		<b>Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</b> <ul style="list-style-type: none"> <li>• Says, "Hi"; "Lookit"; "My turn"; and "Stopit."</li> <li>• Hears someone nearby say, "Be careful!" and repeats phrase as a warning in a similar situation later</li> <li>• Points at snack basket and says, "More crackers."</li> <li>• Looks out the window and says, "Go outside."</li> <li>• Says, "No, mine," when another child takes her toy truck</li> </ul>		<b>Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase</b> <ul style="list-style-type: none"> <li>• Says, "I do a ice cream"; "I want my mommy"; and "Lookit this. Teacher."</li> <li>• Says, "How you do this flower?"</li> <li>• Says, "Big. I gotta big."</li> <li>• Says, "How do you gonna make dese?"</li> </ul>		<b>Uses increasingly complex grammar in English; makes some mistakes typical of young children</b> <ul style="list-style-type: none"> <li>• Develops entire sentences, e.g., "The door is a square," and "The house has a lot of windows."</li> <li>• Uses questions and negatives, e.g., "Your name is what?" and "You no my mommy."</li> <li>• Uses past and future tenses, e.g., "I goed to the park," and "I'll get it."</li> <li>• Interacts in elaborate play schemes, "I be the mommy and you be the baby. Here's your bottle, Baby."</li> </ul>	



GOLD™ by Teaching Strategies®

---

# Objectives for Development & Learning

## *Birth Through Third Grade*



7101 Wisconsin Ave., Suite 700  
Bethesda, MD 20814  
800.637.3652  
TeachingStrategies.com

Training Version • Summer 2015