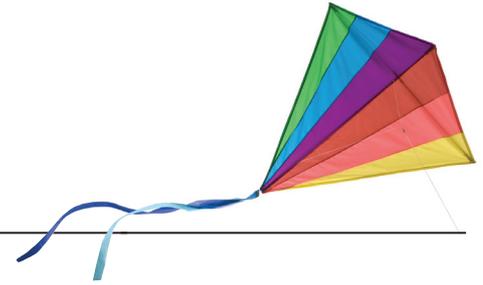




Alignment of



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

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WITH

**Alignment of the *Arizona State Early Learning Standards***  
**With**  
***Teaching Strategies GOLD® Objectives for Development & Learning: Birth Through Kindergarten***

This document aligns the standards, strands and concepts in the *Arizona Early Learning Standards* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD®* assessment system.

**References**

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Arizona State Early Learning Standards, Strands, and Concepts	Teaching Strategies GOLD® Objectives, Dimensions, and Indicators
<b>SOCIAL EMOTIONAL STANDARD</b>	
<b>STRAND 1: KNOWLEDGE OF SELF</b>	
<b>Concept 1: Self-Awareness</b> <b>The child demonstrates an awareness of his or her self.</b>	
a. Demonstrates self-confidence	1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
b. Makes personal preferences known to others.	29. Demonstrates knowledge about self
c. Demonstrates knowledge of self-identity.	29. Demonstrates knowledge about self
d. Shows an awareness of similarities and differences between self and others.	30. Shows basic understanding of people and how they live
<b>Concept 2: Recognition and Expression of Feelings</b> <b>The child recognizes and expresses feelings of self and others.</b>	
a. Associates emotions with words and facial expressions.	2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
b. Identifies and describes own feelings.	1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
c. Demonstrates refusal skills by saying “No” to/in harmful situations.	1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
d. Identifies and describes feelings of others.	2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
e. Expresses empathy for others	2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
<b>STRAND 2: SOCIAL INTERACTIONS WITH OTHERS</b>	
<b>Concept 1: Separation</b> <b>The child demonstrates the ability to separate from familiar adults.</b>	
a. Interacts with others when family member is nearby.	2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
b. Separates from family members without undue stress.	2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
c. Seeks comfort and security from familiar adults.	2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world

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<b>Concept 2: Cooperation</b> <b>The child demonstrates the ability to give and take during social interactions.</b>	
a. Responds when adults or other children initiate interactions.	3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
b. Initiates and sustains positive interactions with adults and friends.	2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests 2d. Makes friends 6. Establishes a special friendship with one other child, but the friendship might only last a short while
c. Demonstrates positive ways to resolve conflict.	3b. Solves social problems 6. Suggests solutions to social problems
<b>STRAND 3: RESPONSIBILITY FOR SELF AND OTHERS</b>	
<b>Concept 1: Self-Control</b> <b>The child follows and understands rules and routines in various environments.</b>	
a. Manages transitions, daily routines and unexpected events.	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
b. Understands and follows rules in the learning environment.	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
c. Accepts the consequences of actions positive or negative.	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
d. Adjusts behavior for alternate activities and in different settings of the learning environment.	1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time
<b>Concept 2: Respect</b> <b>The child acknowledges the rights and property of self and others.</b>	
a. Asks permission before using items that belong to others.	3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
b. Defends own rights and the rights of others.	3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
c. Uses courteous words and actions.	10b. Uses social rules of language

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	6. Uses acceptable language and social rules while communicating with others; may need reminders
d. Participates in cleaning up the learning environment.	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
e. Shows respect for learning materials and toys.	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
<b>STRAND 4: APPROACHES TO LEARNING</b>	
<b>Concept 1: Curiosity</b> <b>The child is inquisitive about new experiences.</b>	
a. Selects an activity when choices are provided.	11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
b. Shows interest in learning new things and trying new experiences.	11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
c. Expresses interest in people.	11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
d. Asks questions to get information.	11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
<b>Concept 2: Initiative</b> <b>The child demonstrates independence.</b>	
a. Initiates interaction with others.	2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
b. Makes decisions independently.	1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
c. Develops independence during activities, routines and play.	1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
<b>Concept 3: Persistence</b> <b>The child demonstrates the ability to maintain and sustain a challenging task.</b>	
a. Continuously attends to a task.	11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
b. Pursues challenges.	11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
c. Copes with frustration or disappointment.	1a. Manages feelings

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	8. Controls strong emotions in an appropriate manner most of the time
<b>Concept 4: Creativity</b> <b>The child demonstrates the ability to express his/her own unique way of seeing the world.</b>	
a. Uses imagination to generate new ideas.	11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
b. Appreciates humor.	11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
<b>Concept 5: Problem-solving</b> <b>The child demonstrates the ability to seek solutions to problems.</b>	
a. Recognizes problems.	11c. Solves problems 6. Solves problems without having to try every possibility
b. Tries to solve problems.	11c. Solves problems 6. Solves problems without having to try every possibility
c. Seeks adult assistance when support is required.	11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
d. Works to solve a problem independently.	11c. Solves problems 6. Solves problems without having to try every possibility
<b>Concept 6: Confidence</b> <b>The child demonstrates self-assurance in a variety of circumstances.</b>	
a. Expresses opinions or ideas.	1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
b. Views self as competent and skilled.	1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
c. Is willing to take risks and consider a variety of alternatives.	11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
<b>LANGUAGE AND LITERACY STANDARD</b>	
<b>STRAND 1: ORAL LANGUAGE DEVELOPMENT</b>	
<b>Concept 1: Listening and Understanding</b> <b>The child listens with understanding to directions, stories, and conversations.</b>	
a. Comprehends finger-plays, rhymes, chants, poems, conversations, and stories.	8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
b. Follows directions that involve • One step	8b. Follows directions 8. Follows detailed, instructional, multistep directions

Arizona State Early Learning Standards, Strands, and Concepts	Teaching Strategies GOLD® Objectives, Dimensions, and Indicators
<ul style="list-style-type: none"> <li>• Two steps</li> <li>• A series of unrelated sequences of action.</li> </ul>	
<p><b>Concept 2: Speaking and Communicating</b>  <b>The child uses verbal and nonverbal communication to share ideas for a variety of purposes (e.g. ask questions, express needs, and obtain information).</b></p>	
<p>a. Communicates needs, wants, and thoughts, through non-verbal gestures, actions, or expressions.</p>	<p>11d. Shows curiosity and motivation  6. Shows eagerness to learn about a variety of topics and ideas  14a. Thinks symbolically  6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
<p>b. Recites finger plays, rhymes, songs, or short poems.</p>	<p>9b. Speaks clearly  6. Is understood by most people; may mispronounce new, long, or unusual words</p>
<p>c. Makes relevant responses to questions and comments from others.</p>	<p>10a. Engages in conversations  6. Engages in conversations of at least three exchanges</p>
<p>d. Is understood when sharing experiences, ideas, and feelings with others through the use of language and gestures.</p>	<p>9b. Speaks clearly  6. Is understood by most people; may mispronounce new, long, or unusual words</p>
<p>e. Initiates conversations.</p>	<p>10a. Engages in conversations  6. Engages in conversations of at least three exchanges</p>
<p>f. Uses appropriate <b>tone</b> and <b>inflection</b> to express ideas, feelings, and needs.</p>	<p>10b. Uses social rules of language  6. Uses acceptable language and social rules while communicating with others; may need reminders</p>
<p>g. Sustains or expands conversations.</p>	<p>10a. Engages in conversations  6. Engages in conversations of at least three exchanges</p>
<p>h. Recognizes when the listener does not understand and uses techniques to clarify the message.</p>	<p>10a. Engages in conversations  6. Engages in conversations of at least three exchanges</p>
<p><b>STRAND 2: PRE-READING PROCESS</b></p>	
<p><b>Concept 1: Print Awareness</b>  <b>The child knows that print carries messages.</b></p>	
<p>a. Distinguishes between print and pictures.</p>	<p>17b. Uses print concepts  6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
<p>b. Identifies signs, symbols, and labels in the environment.</p>	<p>17b. Uses print concepts  6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>

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c. Recognizes that letters are grouped to form words.	17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
d. Knows that each spoken word can be written and read.	17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
e. Recognizes own written name.	17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
f. Recognizes written names of friends and families.	17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
g. Seeks information in printed materials.	11d. Shows curiosity and motivation 6. shows eagerness to learn about a variety of topics and ideas
<b>Concept 2: Book Handling Skills</b> <b>The child demonstrates how to handle books appropriately and with care.</b>	
a. Holds a book right side up with the front cover facing the reader, carefully turning the pages one page at a time.	17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
b. Identifies where in the book to begin reading.	17b. Uses print concepts 4. Indicates where to start reading and the direction to follow
c. Understands a book has a title.	17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
<b>Concept 3: Sounds and Rhythms of Spoken Language (Phonological Awareness)</b> <b>The child hears and understands the different sounds of spoken language.</b>	
a. Recognizes words that rhyme in familiar games, songs, and stories.	15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously 15b. Notices and discriminates alliteration 2. Sings songs and recites rhymes and refrains with repeating initial sounds
b. Invents rhymes and repetitive phrases.	15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words

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	spontaneously
c. Identifies <b>syllables</b> in words by snapping, clapping, or other rhythmic movement.	15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words
d. Recognizes when different words begin or end with the same sound ( <b>phonemic awareness</b> ).	15a. Notices and discriminates rhyme 6. Decides whether two words rhyme 15b. Notices and discriminates alliteration 6. Matches beginning sounds of some words
<b>Concept 4: Letter Knowledge</b> <b>The child demonstrates knowledge of the alphabet.</b>	
a. Discriminates letters from other shapes and symbols.	16a. Identifies and names letters 2. Recognizes and names a few letters in own name
b. Identifies similarities and differences in letters.	16a. Identifies and names letters 2. Recognizes and names a few letters in own name
c. Identifies letters in familiar words, including those in own name.	16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
d. Recognizes and names at least ten (10) letters of the alphabet.	16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
e. Makes some letter-sound matches ( <b>phonics</b> ).	16b. Uses letter-sound knowledge 4. Produces the correct sounds for 10–20 letters
<b>Concept 5: Vocabulary Development</b> <b>The child understands and uses increasingly complex vocabulary.</b>	
a. Identifies familiar objects, people, and events.	9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
b. Describes familiar objects, people, events, and their attributes with general and specific words and phrases.	9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
c. Uses new and expanding vocabulary and grammar, including: • positional and directional words (e.g. in, on, out, under, off, beside, behind). • <b>temporal words</b> (e.g. before-after ) • <b>comparative words</b> (e.g. faster-slower, heavier-lighter).	9a. Uses an expanding expressive vocabulary 8. Incorporates new, less-familiar or technical words in everyday conversations 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
d. Uses multiple word sentences with grammatical complexity to describe ideas, feelings, activities, and experiences.	9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
e. Uses <b>rare words</b> (uncommon words) in communication.	9a. Uses an expanding expressive vocabulary 8. Incorporates new, less-familiar or technical words in everyday conversations

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<b>Concept 6: Comprehending Stories</b> <b>The child shows an interest in books and comprehends stories read aloud.</b>	
a. Takes an active role in reading activities.	18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
b. Asks and answers a variety of questions about stories told or read aloud.	18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
c. Relates stories to life experiences and feelings.	12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
d. Makes predictions from what is seen in illustrations or heard from stories.	18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
e. Makes connections between events in a story.	18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
f. Retells a story in sequence with prompting or props.	18c. Retells stories 4. Retells familiar stories, using pictures or props as prompts
<b>STRAND 3: PRE-WRITING PROCESS</b>	
<b>Concept 1: Written Expression</b> <b>The child uses writing materials to communicate ideas.</b>	
a. Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.	7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
b. Dictates thoughts, ideas, and stories to adults.	14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
c. Produces scribbles and letter-like forms to represent words, convey ideas, or tell a story.	19b. Writes to convey meaning 3. Mock letters or letter-like forms
d. Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.	17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
e. Uses inventive writing to form words to convey ideas or to tell a story	19b. Writes to convey meaning 5. Early invented spelling
<b>MATHEMATICS STANDARD</b>	

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<b>STRAND 1: NUMBER SENSE AND OPERATIONS</b>	
<b>Concept 1: Number Sense</b> <b>The child uses numbers and counting as a means to determine quantity and solve problems.</b>	
a. Uses number words in the context of daily routines, activities, and play.	20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
b. Uses and creates symbols to represent numbers.	14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas 20c. Connects numerals with their quantities 2. Recognizes and names a few numerals
c. Counts groups of objects using one-to-one correspondence.	20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
d. Compares two sets of objects using terms such as more, fewer, or the same.	20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
e. Counts a collection of up to 10 items using the last counting word to tell, “How many?”	20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
f. Identifies numerals 1-10.	20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects
g. Matches numerals to the quantities they represent.	20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects
<b>Concept 2. Numerical Operations</b> <b>The child uses numbers and counting as a means to compare quantity and understand number relationships.</b>	
a. Describes changes in two or more sets of objects when they are combined.	20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies

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	which part has more, less, or the same (equal); counts all or counts on to find out how many
b. Describes changes in a set of objects when they are separated into parts.	20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
<b>STRAND 2: DATA ANALYSIS</b>	
<b>Concept 1: Data Collection and Organization</b> <b>The child collects, organizes, and displays relevant data.</b>	
a. Gathers data about self or the environment.	20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
b. Organizes and displays information by shared attribute or relationship.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
<b>Concept 2: Data Analysis</b> <b>The child uses data to see relationships and make sense of the environment.</b>	
a. Uses descriptive language to compare data in picture graphs or other concrete representations.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
<b>STRAND 3: PATTERNS</b>	
<b>Concept 1. Patterns</b> <b>The child recognizes, copies, and creates patterns.</b>	
a. Copies simple patterns.	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns
b. Extends simple patterns	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
c. Creates simple patterns.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
<b>STRAND 4: GEOMETRY AND MEASUREMENT</b>	
<b>Concept 1. Spatial Relationships and Geometry</b> <b>The child demonstrates an understanding of spatial relationships and recognizes attributes of common shapes.</b>	
a. Demonstrates understanding of <b>positional terms</b> (e.g., between inside, under, behind).	21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating

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	location, direction, and distance
b. Identifies or names basic shapes (e.g. circles, cylinders, squares, cubes, triangles) found in the environment.	21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)
c. Represents shapes found in the environment.	21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)
d. Compares and describes attributes of two- and three-dimensional objects using own vocabulary.	21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
e. Describes the position or location of objects in relation to self or to other objects.	21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
<b>Concept 2: Measurement</b> <b>The child uses measurement to make and describe comparisons in the environment.</b>	
a. Compares objects using nonstandard units of measurement (e.g. hands, bodies, containers).	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
b. Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
c. Uses various standard measuring tools for simple measuring tasks.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools 28. Uses tools and other technology to perform tasks
d. Uses appropriate vocabulary to describe time and sequence related to daily routines.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
<b>STRAND 5: STRUCTURE AND LOGIC</b>	
<b>Concept 1: Logic and Reasoning</b> <b>The child recognizes and describes relationships among/between objects relative to their observable attributes.</b>	
a. Matches and sorts objects by one attribute (e.g., size, color, shape, use).	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single

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	characteristic, e.g., color, size, or shape
b. Matches and sorts objects by two or more attributes (e.g., by size and by color).	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
c. Describes relationships between groups of objects.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
<b>SCIENCE STANDARD</b>	
<b>STRAND 1: INQUIRY</b>	
<b>Concept 1: Observations, Questions, and Hypotheses</b> <b>The child asks questions and makes predictions based on observations of events in the environment.</b>	
a. Demonstrates curiosity about objects, living things, and other natural events in the environment.	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
b. Uses one or more senses to observe and explore objects, living things, and natural events in the environment.	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
c. Examines attributes of objects, living things, and natural events in the environment.	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
d. Describes changes in objects, living things, and the natural events in the environment.	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
e. Observes and describes the relationships between objects, living things and natural events.	12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation 24. Uses scientific inquiry skills

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	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
f. Responds to questions about relationships of objects, living things, and events in the natural environment.	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
g. Asks questions about relationships of objects, living things, and natural events in the environment.	12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation 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
h. Predicts the outcome of investigation based on observation.	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
<b>Concept 2: Investigation (Scientific Testing)</b> <b>The child tests predictions through exploration and experimentation.</b>	
a. Uses a variety of appropriate tools and materials to complete a planned task or investigation.	28. Uses tools and other technology to perform tasks
b. Test predictions through active experimentations.	24. Uses scientific inquiry skills 28. Uses tools and other technology to perform tasks
c. Changes experiment plan if results are different than expected and continues testing.	11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
d. Persists with an investigation despite distractions and interruptions.	11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
<b>Concept 3: Analysis and Conclusions</b> <b>The child forms conclusions about his/her observations and experimentations.</b>	
a. Compares and contrasts the attributes of objects and living things.	22. Compares and measures

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	4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials
b. Uses a variety of materials to record and organize data.	24. Uses scientific inquiry skills
c. Identifies cause and effect relationships.	24. Uses scientific inquiry skills
d. Forms logical conclusions about investigations.	24. Uses scientific inquiry skills
<b>Concept 4: Communication</b> <b>The child describes, discusses or presents predictions, explanations and generalizations.</b>	
a. Shares known facts about objects, living things, and other natural events in the environment, through words or pictures.	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
b. Describes attributes of objects, living things and natural events. (e.g. weight, texture, flavor, scent, flexibility, and sound).	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers 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
c. Displays and interprets data.	24. Uses scientific inquiry skills
d. Presents scientific ideas in a variety of ways.	24. Uses scientific inquiry skills
<b>SOCIAL STUDIES STANDARD</b>	
<b>STRAND 1: AMERICAN HISTORY</b>	
<b>Concept 1: Research Skills</b> <b>The child demonstrates an understanding that information can be obtained from a variety of sources to answer questions about one’s life.</b>	
a. Child seeks information from a variety of sources (i.e. people, books, videos, globes, maps, calendars, etc.).	30. Shows basic understanding of people and how they live
b. Child relates past events with current events or activities.	31. Explores change related to familiar people or places
c. Child uses time related words such as yesterday/today/tomorrow.	31. Explores change related to familiar people or places
d. Child demonstrates awareness of technology and how it is used to get	28. Uses tools and other technology to perform tasks

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information.	31. Explores change related to familiar people or places
<b>STRAND 2: WORLD HISTORY</b>	
<b>Concept 1: Diversity (Contemporary World )</b> <b>The child recognizes that he lives in a place with many people, and that there are people and events in other parts of the world.</b>	
a. Child recognizes that places where people live are made up of individuals from different cultures and who speak different languages.	30. Shows basic understanding of people and how they live
b. Child discusses and asks questions about similarities and differences in other people.	30. Shows basic understanding of people and how they live
c. Child discusses events happening in her/his neighborhood or other parts of the world.	30. Shows basic understanding of people and how they live
d. Child describes some characteristics (e.g. clothing, food, jobs) of the people in his/her community.	30. Shows basic understanding of people and how they live
<b>STRAND 3: CIVICS/GOVERNMENT</b>	
<b>Concept 1: Rights, Responsibilities and Roles of Citizenship</b> <b>The child demonstrates a sense of belonging to the community and contributes to its care.</b>	
a. Child demonstrates responsible behaviors.	30. Shows basic understanding of people and how they live
b. Child shows an understanding of how to care for the environment.	30. Shows basic understanding of people and how they live
c. Child recognizes the importance of his/her role as part of a group.	30. Shows basic understanding of people and how they live
d. Child demonstrates choice by voting.	30. Shows basic understanding of people and how they live
<b>STRAND 4: GEOGRAPHY</b>	
<b>Concept 1: The World in Spatial Terms</b> <b>The child demonstrates an awareness of location and spatial relationships.</b>	
a. Child uses words to describe directionality and/or location.	32. Demonstrates simple geographic knowledge
b. Child names the city/state in which he/she lives.	32. Demonstrates simple geographic knowledge
c. Child describes some physical features (e.g. bodies of water, mountains, weather) of the environment in which he/she lives.	32. Demonstrates simple geographic knowledge
<b>Concept 2: Family Identity ( Human Systems)</b> <b>The child recognizes self as a member of a family.</b>	
a. Child views self as a member of the family unit.	29. Demonstrates knowledge about self
b. Child can identify family members (mother, father, sister, brother, grandparents, cousins, etc).	29. Demonstrates knowledge about self
c. Child describes/discusses own family's cultural or family traditions.	29. Demonstrates knowledge about self
d. Child identifies similarities and differences in her family composition and the	29. Demonstrates knowledge about self

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families of others.	30. Shows basic understanding of people and how they live
e. Child shows knowledge of family members' roles and responsibilities in the home.	29. Demonstrates knowledge about self
<b>STRAND 5: ECONOMICS</b>	
<b>Concept 1: Foundations of Economics</b> <b>The child demonstrates knowledge of the interactions between people, resources, and regions.</b>	
a. Child demonstrates awareness that money is used to purchase goods and services.	30. Shows basic understanding of people and how they live
b. Child shows an understanding that adults work to earn money to buy things such as groceries.	30. Shows basic understanding of people and how they live
c. Child recognizes that people rely on others for goods and services such as farm goods, mail delivery, safety or health care.	30. Shows basic understanding of people and how they live
<b>PHYSICAL DEVELOPMENT, HEALTH AND SAFETY STANDARD</b>	
<b>STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT</b>	
<b>Concept 1: Gross Motor Development</b> <b>The child moves with balance and control.</b>	
a. Moves with control (i.e. walks, runs, skips, jumps, gallops, hops).	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
b. Moves with balance.	5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences
<b>Concept 2: Gross Motor Development</b> <b>Child demonstrates coordination of body movements.</b>	
a. Coordinates movements to perform tasks.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
b. Exhibits body awareness.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
c. Exhibits body spatial awareness.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
<b>Concept 3: Fine Motor Development</b> <b>The child uses fingers and hands to manipulate tools and materials.</b>	
a. Uses hands and fingers to manipulate a variety of tools and materials, (i.e. crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).	7a. Uses fingers and hands 8. Uses small, precise finger and hand movements
b. Uses eye-hand coordination to perform simple tasks.	7a. Uses fingers and hands 8. Uses small, precise finger and hand movements

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	7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
c. Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.	7a. Uses fingers and hands 8. Uses small, precise finger and hand movements 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
d. Uses fine motor skills in daily living.	7a. Uses fingers and hands 8. Uses small, precise finger and hand movements 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
<b>STRAND 2: HEALTH</b>	
<b>Concept 1: Hygiene and Health Practices</b> <b>Child demonstrates knowledge of personal health practices and routines.</b>	
a. Demonstrates hygiene practices.	1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
b. Demonstrates healthy practices: • Nutrition • Physical Activity • Rest and Relaxation	1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
<b>STRAND 3: SAFETY</b>	
<b>Concept 1: Safety, Injury Prevention</b> <b>Child demonstrates knowledge of personal safety practices and routines.</b>	
a. Demonstrates Environmental Safety Practices • Water and sun safety • Animal and plant safety, specific to child’s environment • Fire and gun safety • Playground safety • Tool safety	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
b. Demonstrates Street Safety Practices • Crossing street • Car safety	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
c. Demonstrates Personal Safety Practices • “Good/Bad” touching	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional

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<ul style="list-style-type: none"> <li>• Stranger Dangers</li> <li>• Knows personal information</li> <li>• Poison</li> </ul>	reminders
d. Demonstrates Emergency Safety Practices <ul style="list-style-type: none"> <li>• Emergency Routines</li> </ul>	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
<b>FINE ARTS STANDARD</b>	
<b>STRAND 1 – VISUAL ART</b>	
<b>Concept 1: Creating Art</b> <b>The child uses a wide variety of materials, media, tools, techniques and processes to explore and create.</b>	
a. Uses a variety of materials/media to create original works of art (i.e. paper, rocks, sand, clay, plaster, fabric, fiber, salt, dough, crayons, markers, paint, chalk, charcoal, pencils, glue, and cardboard).	33. Explores the visual arts
b. Uses a variety of tools to create original works of art (i.e. cotton swabs, small/large brushes, drinking straws, sponges, sticks, fly swatters, stamps, fingers, scissors, plastic needles, rollers, and stapler).	33. Explores the visual arts
c. Uses a variety of techniques and processes to create original works of art (i.e. drawing, painting, sculpting, printing, weaving, braiding, cutting, construction, collage, bending, folding, sewing, tearing, stapling, and taping).	33. Explores the visual arts
d. Uses lines, forms, shapes, colors and texture to create personal art work.	33. Explores the visual arts
e. Creates art work with details which represent the child’s ideas, experiences and feelings.	14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas 33. Explores the visual arts
f. Creates art in two and three dimensions.	33. Explores the visual arts
<b>Concept 2: Art in Context</b> <b>The child uses art as he/she begins to make sense of the environment and community.</b>	
a. Participates in creative art activities that are part of the child’s community and culture.	30. Shows basic understanding of people and how they live 33. Explores the visual arts
b. Participates in visual art activities that are part of other cultures.	30. Shows basic understanding of people and how they live 33. Explores the visual arts
<b>Concept 3: Art as Inquiry</b> <b>The child reflects upon, describes and analyzes the characteristics and qualities</b>	

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<b>of his work and the work of others.</b>	
a. Describes personal art work.	14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas 33. Explores the visual arts
b. Expresses creative and personal choices when engaging in art activities.	33. Explores the visual arts
c. Responds to the art work of self and others through making comments or asking questions.	33. Explores the visual arts
d. Describes the details observed in art work.	33. Explores the visual arts
<b>STRAND 2: MUSIC AND CREATIVE MOVEMENT</b>	
<b>Concept 1: Creating Music and Movement</b> <b>The child uses a wide variety of instruments, techniques and music to explore and create.</b>	
a. Experiments with a variety of instruments, vocalizations, sounds or creative movements.	34. Explores musical concepts and expression 35. Explores dance and movement concepts
b. Creates music/movement that represents child 's ideas, experience and/or feelings.	14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas 34. Explores musical concepts and expression 35. Explores dance and movement concepts
c. Sings/moves to familiar rhymes, songs, and/or chants.	34. Explores musical concepts and expression 35. Explores dance and movement concepts
d. Uses familiar songs, rhymes or chants to create her own musical/movement improvisations.	34. Explores musical concepts and expression 35. Explores dance and movement concepts
<b>Concept 2: Music and Creative Movement in Context</b> <b>The child uses creative movement and music as he/she begins to make sense of the environment and community.</b>	
a. Listens/responds to different types of music, (e.g. rock, classical, jazz, reggae, Native American	30. Shows basic understanding of people and how they live 34. Explores musical concepts and expression 35. Explores dance and movement concepts
b. Uses creative movement and dance to interpret the mood of various types of music and stories.	14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas 34. Explores musical concepts and expression 35. Explores dance and movement concepts
c. Joins in music and movement activities that are part of the child's community	29. Demonstrates knowledge about self

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and culture.	34. Explores musical concepts and expression 35. Explores dance and movement concepts
d. Creates music and movement activities that express the experiences of their own culture and the culture of others.	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live 34. Explores musical concepts and expression 35. Explores dance and movement concepts
<b>Concept 3: Music and Creative Movement as Inquiry</b> <b>The child responds to music and creative movement through various means.</b>	
a. Talks about music or movement.	34. Explores musical concepts and expression 35. Explores dance and movement concepts
b. Describes music or movement of self and others.	14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas 34. Explores musical concepts and expression 35. Explores dance and movement concepts
c. Expresses creative and personal choices when engaging in music or movement activities.	14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas 29. Demonstrates knowledge about self 34. Explores musical concepts and expression 35. Explores dance and movement concepts
d. Responds to music or movement of self and others by noticing details commenting and questioning.	34. Explores musical concepts and expression 35. Explores dance and movement concepts
<b>STRAND 3: DRAMATIC PLAY</b>	
<b>Concept 1: Creating Dramatic Play</b> <b>The child uses dramatic play and props to explore and create.</b>	
a. Participates in dramatic play activities.	36. Explores drama through actions and language
b. Assumes roles from daily activities using a variety of props.	14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes 36. Explores drama through actions and language
c. Dramatizes familiar stories.	18c. Retells stories 4. Retells familiar stories, using pictures or props as prompts 36. Explores drama through actions and language
d. Takes on more than one dramatic play role at a time.	14b. Engages in sociodramatic play

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	<p>6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p> <p>36. Explores drama through actions and language</p>
<p>e. Pretends an object exists without using a prop.</p>	<p>14b. Engages in sociodramatic play</p> <p>6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p> <p>36. Explores drama through actions and language</p>
<p><b>Concept 2: Dramatic Play in Context</b>  <b>The child uses dramatic play as he/she begins to make sense of his/her environment and community.</b></p>	
<p>a. Demonstrates an understanding of behaviors important to specific roles.</p>	<p>14b. Engages in sociodramatic play</p> <p>6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p> <p>36. Explores drama through actions and language</p>
<p>b. Demonstrates an understanding of the sequence of events.</p>	<p>12a. Recognizes and recalls</p> <p>6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p>
<p>c. Negotiates roles, relationships, and actions during dramatic play activities.</p>	<p>14b. Engages in sociodramatic play</p> <p>6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p> <p>36. Explores drama through actions and language</p>
<p>d. Develops a repertoire of roles, actions, and behaviors that reflect diversity in the community.</p>	<p>14b. Engages in sociodramatic play</p> <p>6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p> <p>30. Shows basic understanding of people and how they live</p> <p>36. Explores drama through actions and language</p>
<p>e. Participates in dramatic play situations that reflect the routines, rituals, and celebrations of community and culture.</p>	<p>14b. Engages in sociodramatic play</p> <p>6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p> <p>30. Shows basic understanding of people and how they live</p>

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	36. Explores drama through actions and language
<b>Concept 3: Dramatic Play as Inquiry</b> <b>The child responds to dramatic play experiences.</b>	
a. Talks about dramatic play experiences.	36. Explores drama through actions and language
b. Adds details and new elements to dramatic play situations over time.	14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes 36. Explores drama through actions and language
c. Respects the ideas and suggestions of others during dramatic play.	3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
d. Responds to the performance of others.	36. Explores drama through actions and language