

**Alignment between Teaching Strategies Gold Objectives  
and Learning Beyond Paper Curriculum**

**Three Year Olds**

<b>Teaching Strategies Gold</b>	
<b>Social- Emotional</b>	<b>Social- Emotional Development</b>
<b>Regulates own emotions and behaviors</b>	<b>B.1. Demonstrates self-control</b>
a.Manages feelings b.Follows limits and expectations	a. Uses adult support to cope with strong emotions b. Manages transitions and adapts to changes in schedules and routines with adult support
c.Takes care of own needs appropriately	<b>Physical Development</b>
	<b>A. 1. Practices healthy and safe habits</b>
	a. Initiates and carries out self-care and personal hygiene routines with minimal adult support
<b>Establishes and sustains positive relationships</b>	<b>C.1. Develops relationships with adults</b>
	<b>C.2. Develops relationships with peers</b>
a. Forms relationships with adults b. Responds to emotional cues c. Interacts with peers d. Makes friends	1.a. Seeks out adult for help 1.b. Seeks adult support to solve peer conflicts 1.c. Shows affection to familiar adults by using words and actions 2a. Recognizes and names the feelings of others 2b. Engages in mutual/cooperative play 2c. Initiates play with one or two other children 2d. Shows emerging respect for peers' personal space and belongings
<b>Participates cooperatively and constructively in group situations</b>	<b>Approaches to Play and Learning</b>
	<b>2. Demonstrates a cooperative and flexible approach to play</b>

a.Balances needs and rights of self and others b.Solves social problems	a. Engages in cooperative play and learning activities with peers with adult support
<b>Physical</b>	<b>Physical Development</b>
<b>Demonstrates traveling skills</b>	<b>B.1. Demonstrates an awareness of the body in space and child's relationship to objects in space</b>
	a. Shows purpose and coordination when interacting with people and objects b.Moves around the learning environment with intention and recognizes differences in direction, distance, and location c. Demonstrates awareness of their own body in space
<b>Demonstrates balancing skills</b>	<b>C.1. Demonstrates gross motor skills</b>
	b. Demonstrates balance, coordination and endurance
<b>Demonstrates gross-motor manipulative skills</b>	<b>C.1. Demonstrates gross motor skills</b>
	a. Coordinates the use of large muscles
<b>Demonstrates fine-motor strength and coordination</b>	<b>C.2. Demonstrates fine motor skills</b>

a. Uses fingers and hands b. Uses writing and drawing tools	a. Coordinates the use of hands and fingers to manipulate smaller objects with increasing control b. Adjusts arms, hands, and fingers to refine grasp and manipulate tools and objects with increased precision
	<b>Language and Emergent Literacy</b> <b>D.1. Use writing for a variety of reasons</b>
	b. Shows proficient use of writing tools with adult support
<b>Language</b>	<b>Language and Emergent Literacy</b>
<b>Listens to and understands increasingly complex language</b>	<b>A.1. Listens for a variety of purposes and demonstrates comprehension</b>
a. Comprehends language b. Follows directions	a. Engages in purposeful communicative interactions with adults and peers b. Follows two-step and three-step directions c. Follows multi-step directions with adult support d. Responds to factual questions <b>3. Builds and expands comprehension through conversations</b> a. Listens to orally presented text and responds on topic during follow-up conversation b. Listens and responds to peer conversations and group discussions c. Responds to more complex questions with appropriate answers
<b>Uses language to express thoughts and needs</b>	<b>B.2. Uses increasingly complex spoken language</b>
a. Uses an expanding expressive vocabulary b. Speaks clearly c. Uses conventional grammar d. Tells about another time or place	d. Can be understood by familiar and unfamiliar adults and peers most of the time e. Uses expanded vocabulary in a variety of situations f. Uses vocabulary to describe activities and experiences, including conjunctions to add details or elaborate phrases
	<b>Cognitive Development -Social Studies</b> <b>C.1. Understands the passage of time and how events are related</b>

	a. Develops an understanding of time (past, present, and future) as it relates to personal events
<b>Uses appropriate conversational and other communication skills</b>	<b>B.2. Uses increasingly complex spoken language</b>
a. Engages in conversations b. Uses social rules of language	a. Begins to demonstrate an understanding of conversational rules when initiating or extending conversations with adults or peers
<b>Cognitive</b>	<b>Approaches to Play and Learning</b>
<b>Demonstrates positive approaches to learning</b>	<b>B.1. Demonstrates self-control</b>
a. Attends and engages b. Persists c. Solves problems d. Shows curiosity and motivation e. Shows flexibility and inventiveness in thinking	a. Engages in a structured activity for short periods of time b. Sustains attention to preferred and nonpreferred activities and demonstrates persistence when encountering setb
	<b>A. 2. Demonstrates interest and curiosity</b>
	a. Willingly participates in familiar experiences/tasks and new experiences/tasks b. Explores and manipulates familiar and unfamiliar objects in the learning environment c. Shows imagination and creativity in play and when completing tasks or manipulating materials
	<b>C.2. Demonstrates a cooperative and flexible approach to play</b>
	a. Engages in cooperative play and learning activities with peers with adult support
	<b>Cognitive Development-Cognitive Process</b> <b>1. Demonstrates problem solving skills</b>
	a. Uses objects in a variety of ways to solve problems
<b>Remembers and connects experiences</b>	<b>Cognitive Development-Cognitive Processes</b> <b>A.1. Uses prior knowledge to build new knowledge</b>
a. Recognizes and recalls b. Makes connections	a. Uses clues and sequences of events to make inferences and/or predictions b. Makes connections between people, objects and ideas even if they are encountered in new or unfamiliar situations

<b>Uses classification skills</b>	<b>Cognitive Development- Mathematical Thinking B.2. Sorts, orders, classifies, and creates patterns</b>
	2. Sorts, orders, classifies, and creates patterns b. Sorts or compares objects by multiple attributes with adult support
<b>Uses symbols and images to represent something not present</b>	<b>C.1. Engages in a progression of individualized and imaginative play</b>
a. Thinks symbolically b. Engages in sociodramatic play	c. Shows imagination and creativity in play and when completing tasks or manipulating materials
<b>Literacy</b>	<b>Language and Emergent Literacy</b>
<b>Demonstrates phonological awareness, phonics skills, and word recognition</b>	<b>C.2. Develops early phonological awareness (discriminates the sounds of language)</b>
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	a. Plays with the sounds of language b. Differentiates sounds that are the same and sounds that are different
<b>Demonstrates knowledge of the alphabet</b>	<b>C.3. Demonstrates awareness of print concepts</b>
a. Identifies and names letters b. Identifies letter–sound correspondences	a. Identifies some letters of the alphabet with adult support
<b>Demonstrates knowledge of print and its uses</b>	<b>C.3. Demonstrates awareness of print concepts</b>
a. Uses and appreciates books and other texts b. Uses print concepts	a. Shares an interest in books and print with others b. Shows proficient book handling skills c. Recognizes that print and symbols convey meaning (signs on buildings, logos, labels, own name)
<b>Comprehends and responds to books and other texts</b>	<b>C.1. Acquires meaning from a variety of materials read aloud to them</b>

<ul style="list-style-type: none"> <li>a. Interacts during reading experiences, book conversations, and text reflections</li> <li>b. Uses emergent reading skills</li> <li>c. Retells stories and recounts details from informational texts</li> <li>d. Uses context clues to read and comprehend texts</li> <li>e. Reads fluently</li> </ul>	<ul style="list-style-type: none"> <li>a. Uses pictures to predict the main idea of a story before reading the story</li> <li>b. Retells a simple story using pictures and adult support</li> <li>c. Answers questions about a story</li> <li>d. Begins to make story connections (story to story, story to real-life events)</li> </ul>
<b>Demonstrates writing skills</b>	<b>D.1. Use writing for a variety of purposes</b>
<ul style="list-style-type: none"> <li>a. Writes name</li> <li>b. Writes to convey ideas and information</li> <li>c. Writes using conventions</li> </ul>	<ul style="list-style-type: none"> <li>a. Makes letter-like symbols and drawings to convey ideas, actions, or objects</li> <li>b. Shows proficient use of writing tools with adult support</li> <li>c. Shows emerging awareness that writing can be used for a variety of purposes</li> </ul>
<b>Mathematics</b>	<b>Cognitive Development- Mathematics</b>
<b>Uses number concepts and operations</b>	<b>A.1. Organizes, represents, and builds knowledge of quantity and number</b>
<ul style="list-style-type: none"> <li>a. Counts</li> <li>b. Quantifies</li> <li>c. Connects numerals with their quantities</li> <li>d. Understands and uses place value and base ten</li> <li>e. Applies properties of mathematical operations and relationships</li> <li>f. Applies number combinations and mental number strategies in mathematical operations</li> </ul>	<ul style="list-style-type: none"> <li>a. Subitizes up to 4 objects</li> <li>b. Counts in a sequence up to 10</li> <li>c. Counts up to five objects using one-to-one correspondence with adult support</li> <li>d. Begins to match number symbols 0-5 to object sets with adult sup</li> </ul>
	<b>A.2. Manipulates, compares, and describes relationships using quantity and number</b>
	<ul style="list-style-type: none"> <li>a. Identifies more or less with a small set of objects (up to 5) and with adult support adds to or takes away from the group</li> <li>b. Identifies object sets that are equal</li> </ul>
<b>Explores and describes spatial relationships and shapes</b>	<b>C.1. Explores, recognizes and describes spatial relationships between objects</b>

a. Understands spatial relationships b. Understands shapes	a. Demonstrates understanding of spatial relationships through songs, finger plays, and games b. Demonstrates an understanding of directionality, order, and position of people and/or objects by following simple directions c. Flips, slides, and rotates objects to make them fit together
	<b>C.2. Explores, recognizes and describes shapes and shape concepts</b>
	a. Recognizes basic, two-dimensional shapes in the learning environment b. Begins to explore three-dimensional shapes in the learning environment
<b>Compares and measures</b>	<b>B.1. Explores and communicates about distance, weight, length, height, and time</b>
a. Measures objects b. Measures time and money c. Represents and analyzes data	a. Labels objects using size words b. Uses a variety of standard and non-standard tools to measure objects with adult support c. Develops vocabulary for communicating about
	<b>B.2. Sorts, orders, classifies and creates patterns</b>
	d. Collects data as a group with adult support
<b>Demonstrates knowledge of patterns</b>	<b>B.2. Sorts, orders, classifies and creates patterns</b>
	a. Identifies and duplicates simple patterns
<b>Science and Technology</b>	<b>Cognitive Development- Science</b>
<b>Uses scientific inquiry skills</b>	<b>A.1. Demonstrates scientific inquiry skills and communicates scientific ideas clearly</b>
	a. Uses the senses to observe and explore objects/materials in the physical environment
<b>Demonstrates knowledge of the characteristics of living things</b>	<b>C.1. Demonstrates knowledge related to living things and their environment (habitat, territory, home, ecosystem)</b>
	a. Explores and investigates a variety of plants and animals b. Develops an understanding of the life cycles of living things c. Explores habitats for a variety of animals d. Identifies and describes the functions of body parts

<b>Demonstrates knowledge of the physical properties of objects and materials</b>	<b>D.1. Demonstrates knowledge related to physical science</b>
	<ul style="list-style-type: none"> <li>a. Investigates different types of motion and speed</li> <li>b. Explores and identifies basic properties and states of matter</li> <li>c. Begins to describe the properties and characteristics of energy (light, heat, electricity)</li> <li>d. Begins to describe the properties and characteristics of sound (pitch, volume, tone)</li> </ul>
<b>Demonstrates knowledge of Earth's environment</b>	<b>E.1. Demonstrates an awareness of, and the need to protect their environment (ecosystem, Earth, home) through the conservation and preservation of natural resources</b>
	<ul style="list-style-type: none"> <li>a. Participates in activities that protect the environment (ecosystem, Earth, home) with adult support</li> <li>b. Demonstrates understanding of sustainability practices with adult support</li> </ul>
	<b>B.1. Demonstrates knowledge related to the dynamic properties of the earth and sky</b>
	<ul style="list-style-type: none"> <li>a. Explores and investigates the different states of water (water, ice, vapor)</li> <li>b. Explores and investigates the properties of mud, sand, soil, and rocks</li> <li>c. Begins to compare daytime and nighttime cycles</li> <li>d. Observes and discusses the weather and begins to associate different weather patterns with the seasons</li> </ul>
<b>Uses tools and other technology to perform tasks</b>	<b>C.1. Demonstrates an understanding of simple tools and simple machines and their usefulness in designing, crafting and constructing structures or solving problems</b>
	<ul style="list-style-type: none"> <li>a. Designs simple tools or simple machines to test solutions to a problem</li> <li>b. Demonstrates an understanding of stability and motion when solving structural problems</li> </ul>
	<b>C.2. Demonstrates an emerging awareness of advanced technologies and their usefulness in testing solutions, solving problems, or completing tasks</b>

	a. Identifies some advanced technologies (technologies that require power and perform complex tasks) and demonstrates and/or describes their functions with adult support
<b>Social Studies</b>	<b>Cognitive Development- Social Studies</b>
<b>Demonstrates knowledge about self</b>	<b>A.1. Demonstrates understanding of their family and an emerging awareness of their own culture and ethnicity</b>
	a. Identifies self in relationship to the family unit b. Identifies similarities and differences between self and peers c. Asks simple questions about others' cultures
	<b>Social Emotional Development- A.1.Develops Self-Awareness</b>
	a. Recognizes self as a unique individual b. Demonstrates knowledge of personal information c. Shows a sense of satisfaction in his/her own abilities, preferences, and accomplishments
<b>Shows basic understanding of people and how they live</b>	<b>B.1. Demonstrates an understanding of the classroom community</b>
	a. Understands most classroom/school/community rules and routines and follows them with minimal adult support b. Follows established group norms and displays appropriate social behavior with minimal adult support c. Begins to develop an understanding of personal responsibility and equity (fairness) through conversations, books, stories, and songs
	<b>A.1.Demonstrates understanding of their family and an emerging awareness of their own culture and ethnicity</b>
	a. Identifies self in relationship to the family unit b. Identifies similarities and differences between self and peers c. Asks simple questions about others' cultures
	<b>B.2. Develops an emerging awareness of the rights and responsibilities of citizens in a community (citizenship)</b>
	a. Contributes to the classroom community by completing classroom jobs b. Contributes to the development of new classroom rules c. Participates in simple voting activities

	<b>B.3. Demonstrate an awareness of economics in their community</b>
	a. Identifies a variety of occupations and describes different components utilized by each profession (work location, uniform, tools, etc.) b. Develops an understanding of the difference between basic human needs and personal wants c. Begins to understand basic economic exchange (ownership, supply and demand, give and take, payment for goods and services, etc.)
<b>Explores change related to familiar people or places</b>	<b>B.3. Demonstrate an awareness of geography in their community</b>
	b. Identifies the locations of familiar people and/or objects
	<b>C.1. Understands the passage of time and how events are related</b>
	a. Sequences events and routines
<b>Demonstrates simple geographic knowledge</b>	<b>B.3. Demonstrate an awareness of geography in their community</b>
	a. Recognizes and describes aspects of their community (roads, buildings, trees, bodies of water, etc.) b. Identifies the locations of familiar people and/or objects
<b>The Arts</b>	<b>Cognitive Development-Creative Development</b>
<b>Explores the visual arts</b>	<b>B.1. Creates, observes, and analyzes visual art forms to develop artistic expression</b>
	a. Uses imagination and creativity with a variety of open ended materials to express self b. Responds to own art and to the art of others and justifies a preference for specific art forms
<b>Explores musical concepts and expression</b>	<b>C.1. Uses voice, instruments, and objects to musically express creativity</b>
	a. Engages in individual and group activities that utilize musical instruments and singing to express creativity b. Demonstrates basic knowledge of music genres
<b>Explores dance and movement concepts</b>	<b>A.1. Participates in dance to express creativity</b>

	<ul style="list-style-type: none"> <li>a. Engages in a variety of individual and group music and movement activities</li> <li>b. Demonstrates basic knowledge of dance genres</li> </ul>
<b>Explores drama through actions and language</b>	<b>D.1. Uses dramatic play to express creativity</b>
	<ul style="list-style-type: none"> <li>a. Engages and persists in dramatic play and takes on more complex characteristics of a character/role</li> <li>b. Participates in drama presentations (plays, musicals, puppet shows, oral storytelling with props, etc.) with adult support</li> </ul>
<b>English Language Acquisition</b>	<b>Language and Literacy</b>
<b>Demonstrates progress in listening to and understanding English</b>	<b>B.1. Uses nonverbal communication for a variety of purposes</b>
	<ul style="list-style-type: none"> <li>a. Uses gestures and actions to enhance verbal communication of wants and needs</li> </ul>
	<b>A.2. Acquires vocabulary introduced in conversations, activities, stories, and/or books</b>
	<ul style="list-style-type: none"> <li>a. Understands the meaning of words used in conversations, activities, stories and/or books across multiple topic areas</li> <li>b. Understands new or novel vocabulary used in conversations, activities, stories and/or books</li> </ul>
	<b>B.1. Builds and expands comprehension through conversations</b>
	<ul style="list-style-type: none"> <li>a. Listens to orally presented text and responds on topic during follow-up conversation</li> <li>b. Listens and responds to peer conversations and group discussions</li> <li>c. Responds to more complex questions with appropriate answers</li> </ul>
<b>Demonstrates progress in speaking English</b>	<b>B.2. Uses increasingly complex spoken language</b>
	<ul style="list-style-type: none"> <li>a. Begins to demonstrate an understanding of conversational rules when initiating or extending conversations with adults or peers</li> <li>f. Uses vocabulary to describe activities and experiences, including conjunctions to add details or elaborate phrases</li> </ul>





















