

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. The methodology was to analyze the information in the state standards and then determine whether there was a word alignment (WA) or a construct alignment (CA). For a word alignment, the language of the Arizona standards and the Teaching Strategies tool is similar. For a construct alignment, the underlying intent, rather than the specific wording, is similar. No alignment (NA) means that the Teaching Strategies tool does not address the specific benchmark in the Arizona standards.

References

Arizona Department of Education. (September 2005). *Arizona Early Learning Standards*. Phoenix, AZ: Author. Retrieved April 15, 2010 from <http://www.ade.state.az.us/earlychildhood/downloads/EarlyLearningStandards.pdf>

Heroman, C., Burts, D. C., Berke, K., & Bickart, T. (2010). *Teaching Strategies GOLD™ Objectives for Development & Learning: Birth Through Kindergarten*. Washington, DC: Teaching Strategies, Inc.

Arizona State Early Learning Standards, Strands, and Concepts	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
SOCIAL EMOTIONAL STANDARD		
STRAND 1: KNOWLEDGE OF SELF		
Concept 1: Self-Awareness The child demonstrates an awareness of his or her self.		
a. Demonstrates self-confidence	1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs	WA
b. Makes personal preferences known to others.	29. Demonstrates knowledge about self	CA
c. Demonstrates knowledge of self-identity.	29. Demonstrates knowledge about self	CA
d. Shows an awareness of similarities and differences between self and others.	30. Shows basic understanding of people and how they live	CA
Concept 2: Recognition and Expression of Feelings The child recognizes and expresses feelings of self and others.		
a. Associates emotions with words and facial expressions.	2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately	CA
b. Identifies and describes own feelings.	1a. Manages feelings 6. Is able to look at a situation differently or delay gratification	CA
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	CA
d. Identifies and describes feelings of others.	2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately	WA
e. Expresses empathy for others	2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately	CA
STRAND 2: SOCIAL INTERACTIONS WITH OTHERS		
Concept 1: Separation The child demonstrates the ability to separate from familiar adults.		
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	CA
b. Separates from family members without undue stress.	2a. Forms relationships with adults 6. Manages separations without distress and engages	WA

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	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	CA
Concept 2: Cooperation The child demonstrates the ability to give and take during social interactions.		
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	CA WA
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	CA WA
c. Demonstrates positive ways to resolve conflict.	3b. Solves social problems 6. Suggests solutions to social problems	WA
STRAND 3: RESPONSIBILITY FOR SELF AND OTHERS		
Concept 1: Self-Control The child follows and understands rules and routines in various environments.		
a. Manages transitions, daily routines and unexpected events.	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders	WA
b. Understands and follows rules in the learning environment.	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders	WA
c. Accepts the consequences of actions positive or negative.	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders	CA
d. Adjusts behavior for alternate activities and in different settings of	1a. Manages feelings	CA

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the learning environment.	8. Controls strong emotions in an appropriate manner most of the time	
Concept 2: Respect The child acknowledges the rights and property of self and others.		
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	CA
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	CA
c. Uses courteous words and actions.	10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders	WA
d. Participates in cleaning up the learning environment.	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders	CA
e. Shows respect for learning materials and toys.	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders	CA
STRAND 4: APPROACHES TO LEARNING		
Concept 1: Curiosity The child is inquisitive about new experiences.		
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	CA
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	WA
c. Expresses interest in people.	11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas	CA
d. Asks questions to get information.	11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas	CA
Concept 2: Initiative		

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The child demonstrates independence.		
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	WA
b. Makes decisions independently.	1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being	CA
c. Develops independence during activities, routines and play.	1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being	CA
Concept 3: Persistence The child demonstrates the ability to maintain and sustain a challenging task.		
a. Continuously attends to a task.	11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions	WA
b. Pursues challenges.	11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks	WA
c. Copes with frustration or disappointment.	1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time	CA
Concept 4: Creativity The child demonstrates the ability to express his/her own unique way of seeing the world.		
a. Uses imagination to generate new ideas.	11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks	CA
b. Appreciates humor.	11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks	CA
Concept 5: Problem-solving The child demonstrates the ability to seek solutions to problems.		
a. Recognizes problems.	11c. Solves problems 6. Solves problems without having to try every possibility	CA
b. Tries to solve problems.	11c. Solves problems	CA

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	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	WA
d. Works to solve a problem independently.	11c. Solves problems 6. Solves problems without having to try every possibility	CA
Concept 6: Confidence The child demonstrates self-assurance in a variety of circumstances.		
a. Expresses opinions or ideas.	1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being	CA
b. Views self as competent and skilled.	1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being	CA
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	CA
LANGUAGE AND LITERACY STANDARD		
STRAND 1: ORAL LANGUAGE DEVELOPMENT		
Concept 1: Listening and Understanding The child listens with understanding to directions, stories, and conversations.		
a. Comprehends finger-plays, rhymes, chants, poems, conversations, and stories.	8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories	WA
b. Follows directions that involve <ul style="list-style-type: none"> • One step • Two steps • A series of unrelated sequences of action. 	8b. Follows directions 8. Follows detailed, instructional, multistep directions	WA
Concept 2: Speaking and Communicating The child uses verbal and nonverbal communication to share ideas for a variety of purposes (e.g. ask questions, express needs, and obtain information).		
a. Communicates needs, wants, and thoughts, through non-verbal gestures, actions, or expressions.	11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics	WA

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	and ideas 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas	CA
b. Recites finger plays, rhymes, songs, or short poems.	9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words	CA
c. Makes relevant responses to questions and comments from others.	10a. Engages in conversations 6. Engages in conversations of at least three exchanges	CA
d. Is understood when sharing experiences, ideas, and feelings with others through the use of language and gestures.	9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words	WA
e. Initiates conversations.	10a. Engages in conversations 6. Engages in conversations of at least three exchanges	WA
f. Uses appropriate tone and inflection to express ideas, feelings, and needs.	10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders	WA
g. Sustains or expands conversations.	10a. Engages in conversations 6. Engages in conversations of at least three exchanges	CA
h. Recognizes when the listener does not understand and uses techniques to clarify the message.	10a. Engages in conversations 6. Engages in conversations of at least three exchanges	CA
STRAND 2: PRE-READING PROCESS		
Concept 1: Print Awareness The child knows that print carries messages.		
a. Distinguishes between print and pictures.	17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation	CA
b. Identifies signs, symbols, and labels in the environment.	17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation	CA
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	CA

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	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	CA
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	CA
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	CA
g. Seeks information in printed materials.	11d. Shows curiosity and motivation 6. shows eagerness to learn about a variety of topics and ideas	CA
Concept 2: Book Handling Skills The child demonstrates how to handle books appropriately and with care.		
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	WA
b. Identifies where in the book to begin reading.	17b. Uses print concepts 4. Indicates where to start reading and the direction to follow	WA
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	WA
Concept 3: Sounds and Rhythms of Spoken Language (Phonological Awareness) The child hears and understands the different sounds of spoken language.		
a. Recognizes words that rhyme in familiar games, songs, and stories.	15a. Notices and discriminates rhyme	CA

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	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	CA
b. Invents rhymes and repetitive phrases.	15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously	WA
c. Identifies syllables 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	WA
d. Recognizes when different words begin or end with the same sound (phonemic awareness).	15a. Notices and discriminates rhyme 6. Decides whether two words rhyme 15b. Notices and discriminates alliteration 6. Matches beginning sounds of some words	CA CA
Concept 4: Letter Knowledge The child demonstrates knowledge of the alphabet.		
a. Discriminates letters from other shapes and symbols.	16a. Identifies and names letters 2. Recognizes and names a few letters in own name	CA
b. Identifies similarities and differences in letters.	16a. Identifies and names letters 2. Recognizes and names a few letters in own name	CA
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	WA
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	WA
e. Makes some letter-sound matches (phonics).	16b. Uses letter-sound knowledge 4. Produces the correct sounds for 10–20 letters	WA
Concept 5: Vocabulary Development The child understands and uses increasingly complex vocabulary.		
a. Identifies familiar objects, people, and events.	9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects	WA
b. Describes familiar objects, people, events, and their attributes with	9a. Uses an expanding expressive vocabulary	WA

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general and specific words and phrases.	6. Describes and tells the use of many familiar items	
c. Uses new and expanding vocabulary and grammar, including: <ul style="list-style-type: none"> • positional and directional words (e.g. in, on, out, under, off, beside, behind). • temporal words (e.g. before-after) • comparative words (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	WA WA
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	WA
e. Uses rare words (uncommon words) in communication.	9a. Uses an expanding expressive vocabulary 8. Incorporates new, less-familiar or technical words in everyday conversations	WA
Concept 6: Comprehending Stories The child shows an interest in books and comprehends stories read aloud.		
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	CA
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	WA
c. Relates stories to life experiences and feelings.	12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation	CA
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	CA
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	CA
f. Retells a story in sequence with prompting or props.	18c. Retells stories 4. Retells familiar stories, using pictures or props as prompts	WA
STRAND 3: PRE-WRITING PROCESS		

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Concept 1: Written Expression The child uses writing materials to communicate ideas.		
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	CA
b. Dictates thoughts, ideas, and stories to adults.	14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas	CA
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	WA
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	CA
e. Uses inventive writing to form words to convey ideas or to tell a story	19b. Writes to convey meaning 5. Early invented spelling	WA
MATHEMATICS STANDARD		
STRAND 1: NUMBER SENSE AND OPERATIONS		
Concept 1: Number Sense The child uses numbers and counting as a means to determine quantity and solve problems.		
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	CA
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	CA CA
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	WA

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	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	WA
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	WA
f. Identifies numerals 1-10.	20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects	WA
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	WA
Concept 2. Numerical Operations The child uses numbers and counting as a means to compare quantity and understand number relationships.		
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 which part has more, less, or the same (equal); counts all or counts on to find out how many	CA
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	CA
STRAND 2: DATA ANALYSIS		
Concept 1: Data Collection and Organization The child collects, organizes, and displays relevant data.		
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	CA

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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	CA
Concept 2: Data Analysis The child uses data to see relationships and make sense of the environment.		
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	CA
STRAND 3: PATTERNS		
Concept 1. Patterns The child recognizes, copies, and creates patterns.		
a. Copies simple patterns.	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns	WA
b. Extends simple patterns	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns	WA
c. Creates simple patterns.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns	WA
STRAND 4: GEOMETRY AND MEASUREMENT		
Concept 1. Spatial Relationships and Geometry The child demonstrates an understanding of spatial relationships and recognizes attributes of common shapes.		
a. Demonstrates understanding of positional terms (e.g., between inside, under, behind).	21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance	WA
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)	WA
c. Represents shapes found in the environment.	21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)	CA
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	WA

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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	CA
Concept 2: Measurement The child uses measurement to make and describe comparisons in the environment.		
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	CA
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	WA
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	CA WA
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	WA
STRAND 5: STRUCTURE AND LOGIC		
Concept 1: Logic and Reasoning The child recognizes and describes relationships among/between objects relative to their observable attributes.		
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 characteristic, e.g., color, size, or shape	WA
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	WA

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	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	WA
SCIENCE STANDARD		
STRAND 1: INQUIRY		
Concept 1: Observations, Questions, and Hypotheses The child asks questions and makes predictions based on observations of events in the environment.		
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	CA CA CA CA
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	CA CA CA CA
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	CA CA CA CA
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	CA CA CA CA

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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 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of Earth’s environment	CA CA CA CA CA
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	CA CA CA CA
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	CA CA CA CA CA
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	CA CA CA CA
Concept 2: Investigation (Scientific Testing) The child tests predictions through exploration and experimentation.		
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	CA

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b. Test predictions through active experimentations.	24. Uses scientific inquiry skills 28. Uses tools and other technology to perform tasks	CA CA
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	WA
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	WA
Concept 3: Analysis and Conclusions The child forms conclusions about his/her observations and experimentations.		
a. Compares and contrasts the attributes of objects and living things.	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	CA CA CA
b. Uses a variety of materials to record and organize data.	24. Uses scientific inquiry skills	CA
c. Identifies cause and effect relationships.	24. Uses scientific inquiry skills	CA
d. Forms logical conclusions about investigations.	24. Uses scientific inquiry skills	CA
Concept 4: Communication The child describes, discusses or presents predictions, explanations and generalizations.		
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	CA CA CA
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	CA

Arizona State Early Learning Standards, Strands, and Concepts	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
	and a few ordinal numbers	
	25. Demonstrates knowledge of the characteristics of living things	CA
	26. Demonstrates knowledge of the physical properties of objects and materials	CA
	27. Demonstrates knowledge of Earth's environment	CA
c. Displays and interprets data.	24. Uses scientific inquiry skills	CA
d. Presents scientific ideas in a variety of ways.	24. Uses scientific inquiry skills	CA
SOCIAL STUDIES STANDARD		
STRAND 1: AMERICAN HISTORY		
Concept 1: Research Skills		
The child demonstrates an understanding that information can be obtained from a variety of sources to answer questions about one's life.		
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	CA
b. Child relates past events with current events or activities.	31. Explores change related to familiar people or places	CA
c. Child uses time related words such as yesterday/today/tomorrow.	31. Explores change related to familiar people or places	CA
d. Child demonstrates awareness of technology and how it is used to get information.	28. Uses tools and other technology to perform tasks 31. Explores change related to familiar people or places	CA CA
STRAND 2: WORLD HISTORY		
Concept 1: Diversity (Contemporary World)		
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.		
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	CA
b. Child discusses and asks questions about similarities and differences in other people.	30. Shows basic understanding of people and how they live	CA
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	CA
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	CA
STRAND 3: CIVICS/GOVERNMENT		
Concept 1: Rights, Responsibilities and Roles of Citizenship		

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The child demonstrates a sense of belonging to the community and contributes to its care.		
a. Child demonstrates responsible behaviors.	30. Shows basic understanding of people and how they live	CA
b. Child shows an understanding of how to care for the environment.	30. Shows basic understanding of people and how they live	CA
c. Child recognizes the importance of his/her role as part of a group.	30. Shows basic understanding of people and how they live	CA
d. Child demonstrates choice by voting.	30. Shows basic understanding of people and how they live	CA
STRAND 4: GEOGRAPHY		
Concept 1: The World in Spatial Terms The child demonstrates an awareness of location and spatial relationships.		
a. Child uses words to describe directionality and/or location.	32. Demonstrates simple geographic knowledge	CA
b. Child names the city/state in which he/she lives.	32. Demonstrates simple geographic knowledge	CA
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	CA
Concept 2: Family Identity (Human Systems) The child recognizes self as a member of a family.		
a. Child views self as a member of the family unit.	29. Demonstrates knowledge about self	CA
b. Child can identify family members (mother, father, sister, brother, grandparents, cousins, etc).	29. Demonstrates knowledge about self	CA
c. Child describes/discusses own family's cultural or family traditions.	29. Demonstrates knowledge about self	CA
d. Child identifies similarities and differences in her family composition and the families of others.	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live	CA CA
e. Child shows knowledge of family members' roles and responsibilities in the home.	29. Demonstrates knowledge about self	CA
STRAND 5: ECONOMICS		
Concept 1: Foundations of Economics The child demonstrates knowledge of the interactions between people, resources, and regions.		
a. Child demonstrates awareness that money is used to purchase goods and services.	30. Shows basic understanding of people and how they live	CA
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	CA
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	CA

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PHYSICAL DEVELOPMENT, HEALTH AND SAFETY STANDARD		
STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT		
Concept 1: Gross Motor Development The child moves with balance and control.		
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	WA
b. Moves with balance.	5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences	WA
Concept 2: Gross Motor Development Child demonstrates coordination of body movements.		
a. Coordinates movements to perform tasks.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements	CA
b. Exhibits body awareness.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements	CA
c. Exhibits body spatial awareness.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements	CA
Concept 3: Fine Motor Development The child uses fingers and hands to manipulate tools and materials.		
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	WA
b. Uses eye-hand coordination to perform simple tasks.	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	CA CA
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-	WA CA

Arizona State Early Learning Standards, Strands, and Concepts	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
	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	CA CA
STRAND 2: HEALTH		
Concept 1: Hygiene and Health Practices Child demonstrates knowledge of personal health practices and routines.		
a. Demonstrates hygiene practices.	1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being	CA
b. Demonstrates healthy practices: • Nutrition • Physical Activity • Rest and Relaxation	1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being	CA
STRAND 3: SAFETY		
Concept 1: Safety, Injury Prevention Child demonstrates knowledge of personal safety practices and routines.		
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	CA
b. Demonstrates Street Safety Practices • Crossing street • Car safety	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders	CA
c. Demonstrates Personal Safety Practices • “Good/Bad” touching • Stranger Dangers • Knows personal information	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders	CA

Arizona State Early Learning Standards, Strands, and Concepts	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
• Poison		
d. Demonstrates Emergency Safety Practices • Emergency Routines	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders	CA
FINE ARTS STANDARD		
STRAND 1 – VISUAL ART		
Concept 1: Creating Art The child uses a wide variety of materials, media, tools, techniques and processes to explore and create.		
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	CA
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	CA
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	CA
d. Uses lines, forms, shapes, colors and texture to create personal art work.	33. Explores the visual arts	CA
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	WA CA
f. Creates art in two and three dimensions.	33. Explores the visual arts	CA
Concept 2: Art in Context The child uses art as he/she begins to make sense of the environment and community.		
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	CA CA
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	CA CA
Concept 3: Art as Inquiry		

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The child reflects upon, describes and analyzes the characteristics and qualities of his work and the work of others.		
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	CA CA
b. Expresses creative and personal choices when engaging in art activities.	33. Explores the visual arts	CA
c. Responds to the art work of self and others through making comments or asking questions.	33. Explores the visual arts	CA
d. Describes the details observed in art work.	33. Explores the visual arts	CA
STRAND 2: MUSIC AND CREATIVE MOVEMENT		
Concept 1: Creating Music and Movement The child uses a wide variety of instruments, techniques and music to explore and create.		
a. Experiments with a variety of instruments, vocalizations, sounds or creative movements.	34. Explores musical concepts and expression 35. Explores dance and movement concepts	CA CA
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	WA CA CA
c. Sings/moves to familiar rhymes, songs, and/or chants.	34. Explores musical concepts and expression 35. Explores dance and movement concepts	CA CA
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	CA CA
Concept 2: Music and Creative Movement in Context The child uses creative movement and music as he/she begins to make sense of the environment and community.		
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	CA CA CA
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	CA

Arizona State Early Learning Standards, Strands, and Concepts	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
	34. Explores musical concepts and expression 35. Explores dance and movement concepts	CA CA
c. Joins in music and movement activities that are part of the child's community and culture.	29. Demonstrates knowledge about self 34. Explores musical concepts and expression 35. Explores dance and movement concepts	CA CA CA
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	CA CA CA CA
Concept 3: Music and Creative Movement as Inquiry The child responds to music and creative movement through various means.		
a. Talks about music or movement.	34. Explores musical concepts and expression 35. Explores dance and movement concepts	CA CA
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	CA CA CA
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	CA CA CA CA
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	CA CA
STRAND 3: DRAMATIC PLAY		
Concept 1: Creating Dramatic Play The child uses dramatic play and props to explore and create.		
a. Participates in dramatic play activities.	36. Explores drama through actions and language	CA
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	WA

Arizona State Early Learning Standards, Strands, and Concepts	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
	36. Explores drama through actions and language	CA
c. Dramatizes familiar stories.	18c. Retells stories 4. Retells familiar stories, using pictures or props as prompts 36. Explores drama through actions and language	CA CA
d. Takes on more than one dramatic play role at a 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	WA CA
e. Pretends an object exists without using a prop.	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	WA CA
Concept 2: Dramatic Play in Context The child uses dramatic play as he/she begins to make sense of his/her environment and community.		
a. Demonstrates an understanding of behaviors important to specific roles.	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	CA CA
b. Demonstrates an understanding of the sequence of events.	12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view	CA
c. Negotiates roles, relationships, and actions during dramatic play activities.	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	CA CA
d. Develops a repertoire of roles, actions, and behaviors that reflect diversity in the community.	14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing	CA

Arizona State Early Learning Standards, Strands, and Concepts	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
	actions; sustains play scenario for up to 10 minutes 30. Shows basic understanding of people and how they live 36. Explores drama through actions and language	CA CA
e. Participates in dramatic play situations that reflect the routines, rituals, and celebrations of community and culture.	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 30. Shows basic understanding of people and how they live 36. Explores drama through actions and language	CA CA CA
Concept 3: Dramatic Play as Inquiry The child responds to dramatic play experiences.		
a. Talks about dramatic play experiences.	36. Explores drama through actions and language	CA
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	CA CA
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	WA WA
d. Responds to the performance of others.	36. Explores drama through actions and language	CA