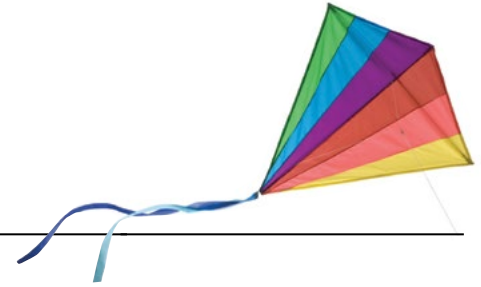




Alignment of



GOLD®

Objectives for Development & Learning:
Birth Through Third Grade



WITH

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

aligned to

Alaska’s Early Learning Guidelines

Ages three to five, adopted 2005

PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Physical Well-Being, Health, and Motor Development
GOAL		Motor Development: Gross Motor Skills
INDICATOR	1.1.	CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF LARGE MOTOR MUSCLES - Some Indicators for Children:
INDICATOR	1.1.1.	<p>Walks and runs in circular paths (e.g., around obstacles and corners)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control</p>
INDICATOR	1.1.2.	<p>Crawls through a play tunnel or under tables</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control</p>
INDICATOR	1.1.3.	<p>Climbs on play equipment</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control</p>
INDICATOR	1.1.4.	<p>Throws large beanbags or ball with some accuracy</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements</p>

INDICATOR	1.1.5.	Catches large balls with two hands <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
INDICATOR	1.1.6.	Kicks ball forward <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
INDICATOR	1.1.7.	Balances on one foot <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences
INDICATOR	1.1.8.	Hops forward on one foot without losing balance <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences
INDICATOR	1.1.9.	Jumps on two feet and over small objects with balance and control <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences
INDICATOR	1.1.10.	Gallops with skill <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
INDICATOR	1.1.11.	Pedals consistently when riding tricycle <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
INDICATOR	1.1.12.	Walks up and down stairs, using alternating feet, with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control

PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Physical Well-Being, Health, and Motor Development
GOAL		Motor Development: Fine Motor Skills
INDICATOR	1.2.	CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF SMALL MOTOR MUSCLES - Some Indicators for Children:
INDICATOR	1.2.1.	Eats with utensils <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
INDICATOR	1.2.2.	Uses various drawing and art materials (e.g., crayons, brushes, finger paint) <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
INDICATOR	1.2.3.	Copies shapes and geometric designs <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
INDICATOR	1.2.4.	Opens and closes blunt scissors with one hand <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
INDICATOR	1.2.5.	Cuts a piece of paper on a straight line and on a curve. With blunt scissors, may not cut accurately <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements

INDICATOR	1.2.6.	Manipulates small objects with ease (e.g., strings beads, fits small objects into holes) <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
INDICATOR	1.2.7.	Fastens large buttons <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
INDICATOR	1.2.8.	Uses large zippers <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
INDICATOR	1.2.9.	Uses stapler or hole punch <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
INDICATOR	1.2.10.	Completes increasingly complex puzzles (e.g., single, cut-out figures to 10-piece puzzles) <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
INDICATOR	1.2.11.	Writes some recognizable letters or numbers <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Physical Well-Being, Health, and Motor Development
GOAL		Motor Development: Sensorimotor Skills

INDICATOR	1.3.	CHILDREN USE THEIR SENSES: SIGHT, HEARING, SMELL, TASTE, AND TOUCH, TO GUIDE AND INTEGRATE THEIR INTERACTIONS - Some Indicators for Children:
INDICATOR	1.3.1.	Physically reacts appropriately to the environment (e.g., bends knees to soften a landing, moves quickly to avoid obstacles) <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
INDICATOR	1.3.2.	Demonstrates concepts through movement (e.g., imitates an animal through movement, sounds, dress, dramatization, dance) <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
INDICATOR	1.3.3.	Improves eye-hand coordination (e.g., catches a bounced ball) <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
INDICATOR	1.3.4.	Practices sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and sliding <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Physical Well-Being, Health, and Motor Development
GOAL		Physical Development: Physical Fitness
INDICATOR	1.4.	CHILDREN DEMONSTRATE THE STAMINA AND ENERGY TO PARTICIPATE IN DAILY ACTIVITIES - Some Indicators for Children:
INDICATOR	1.4.1.	Carries light objects, bags, or backpack for a short distance <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

INDICATOR	1.4.2.	<p>Repetitively practices new skills</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.4 Practices an activity many times until successful</p>
INDICATOR	1.4.3.	<p>Engages in at least 60 minutes, and up to several hours of unstructured physical activity on a daily basis</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p>
INDICATOR	1.4.4.	<p>Engages in physical activities for a total of at least 60 minutes each day, sustaining physical activity for at least 15 minutes at a time</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p>
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Physical Well-Being, Health, and Motor Development
GOAL		Physical Development: Physical Fitness
INDICATOR	1.5.	CHILDREN ENGAGE IN A VARIETY OF PHYSICAL ACTIVITIES - Some Indicators for Children:
INDICATOR	1.5.1.	<p>Participates in different physical activities (e.g., walking, climbing, playing in snow, throwing, dancing) with enthusiasm</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.6 Sustains balance during simple movement experiences</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.6 Manipulates balls or similar objects with flexible body movements</p>
INDICATOR	1.5.2.	<p>Incorporates various physical activities while transitioning from one place to another (e.g., marches between the kitchen and the bathroom)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p>

INDICATOR	1.5.3.	Participates in cooperative games with peers <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Physical Well-Being, Health, and Motor Development
GOAL		Health and Personal Care: Daily Living Skills
INDICATOR	1.6.	CHILDREN DEMONSTRATE PERSONAL HEALTH AND HYGIENE SKILLS - Some Indicators for Children:
INDICATOR	1.6.1.	Uses tissue to wipe own nose and throws tissue in wastebasket <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	1.6.2.	Takes care of own toileting needs <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	1.6.3.	Washes and dries hands before eating and after toileting, without assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	1.6.4.	Cooperates and assists caregiver with tooth brushing <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

INDICATOR	1.6.5.	Identifies health products (e.g., shampoo, toothpaste, soap) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	1.6.6.	Covers mouth when coughing <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	1.6.7.	Recognizes and communicates when experiencing symptoms of illness <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	1.6.8.	Understands the need for and participates in care for acute and chronic illness <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Physical Well-Being, Health, and Motor Development
GOAL		Health and Personal Care: Daily Living Skills
INDICATOR	1.7.	CHILDREN PRACTICE BASIC PERSONAL CARE ROUTINES - Some Indicators for Children:
INDICATOR	1.7.1.	Feeds self with fork and spoon, without assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

INDICATOR	1.7.2.	<p>Washes hands independently with frequency</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
INDICATOR	1.7.3.	<p>Gets drink of water from appropriate tap, without assistance</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
INDICATOR	1.7.4.	<p>Dresses and undresses with minimal help</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
INDICATOR	1.7.5.	<p>Chooses own clothes to wear, when asked</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
INDICATOR	1.7.6.	<p>Puts shoes on, without assistance</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
INDICATOR	1.7.7.	<p>Decides, with few prompts, when to carry out self-help tasks (e.g., to wash hands when dirty and before meals)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>

INDICATOR	1.7.8.	Chooses to rest when he/she is tired <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	1.7.9.	Participates in helping younger siblings with personal care routines <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Physical Well-Being, Health, and Motor Development
GOAL		Health and Personal Care: Nutrition
INDICATOR	1.8.	CHILDREN EAT A VARIETY OF NUTRITIOUS FOODS - Some Indicators for Children:
INDICATOR	1.8.1.	Participates in preparing nutritious snacks and meals <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	1.8.2.	Chooses to eat foods that are better for the body than others, with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	1.8.3.	Passes food at the table and takes appropriate sized portions, or other culturally-specific family serving style <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Physical Well-Being, Health, and Motor Development

GOAL		Safety: Safe Practices
INDICATOR	1.9.	CHILDREN MAKE SAFE CHOICES, AVOIDING HARMFUL OBJECTS AND SITUATIONS - Some Indicators for Children:
INDICATOR	1.9.1.	Uses safe behaviors indoors and outdoors <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	1.9.2.	Communicates to peers and adults when sees dangerous behaviors (e.g., throwing rocks on the playground) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	1.9.3.	Uses helmets when riding toys <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	1.9.4.	Carries scissors and pencils with points down to avoid accidents <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	1.9.5.	Looks both ways before crossing street or road, and knows to cross with adult assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	1.9.6.	Recognizes danger and poison symbols and avoids those objects or areas <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

INDICATOR	1.9.7.	Does not touch or take medicine without adult assistance but knows that medicine can improve health when used properly <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	1.9.8.	Understands the difference between "safe touch" and "unsafe touch" <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	1.9.9.	Identifies appropriate clothing and skin protectant for various weather conditions <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Physical Well-Being, Health, and Motor Development
GOAL		Safety: Rules and Regulations
INDICATOR	1.10.	CHILDREN DEMONSTRATE AWARENESS AND UNDERSTANDING OF SAFETY RULES - Some Indicators for Children:
INDICATOR	1.10.1.	Understands and anticipates the consequences of not following rules <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	1.10.2.	Identifies safety signs posted around the classroom and home <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

INDICATOR	1.10.3.	Follows emergency drill instruction (e.g., fire, earthquake, tsunami, bomb, lockdown) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	1.10.4.	Follows basic safety rules, with assistance (e.g., bus, bicycle, boats, planes, playground, crossing the street, stranger awareness, using sidewalk, boardwalk, dock) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	1.10.5.	Initiates getting buckled into age- and weight appropriate car safety seat in vehicles <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	1.10.6.	Puts on or asks for helmet before riding a bicycle or other wheeled toy <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Social Development: Interactions with Adults
INDICATOR	2.11.	CHILDREN TRUST AND INTERACT COMFORTABLY WITH FAMILIAR ADULTS - Some Indicators for Children:
INDICATOR	2.11.1.	Separates with assistance from significant adults without demonstrating a great deal of anxiety (younger child may need extra help) <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults

INDICATOR	2.11.2.	Expresses affection for significant adults <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
INDICATOR	2.11.3.	Approaches adults for assistance and offers to assist adults <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
INDICATOR	2.11.4.	Carries out actions to please adults at times <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
INDICATOR	2.11.5.	Expresses feelings about adults (e.g., "I love Auntie.") <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Social Development: Interactions with Adults
INDICATOR	2.12.	CHILDREN SEEK ASSISTANCE FROM ADULTS WHEN NEEDED - Some Indicators for Children:
INDICATOR	2.12.1.	Recognizes that adults have more experience and, therefore, they can provide assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults

INDICATOR	2.12.2.	Asks questions of adults frequently to obtain information <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
INDICATOR	2.12.3.	Follows caregivers' guidelines for appropriate behavior in different environments <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
INDICATOR	2.12.4.	Brings simple problem situations to adults' attention <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
INDICATOR	2.12.5.	Seeks emotional support from caregivers <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Social Development: Interactions with Peers
INDICATOR	2.13.	CHILDREN DEVELOP FRIENDSHIPS WITH PEERS - Some Indicators for Children:
INDICATOR	2.13.1.	Shows enjoyment in playing with other children <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

INDICATOR	2.13.2.	Initiates an activity with another child <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.5 Emerging to 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
INDICATOR	2.13.3.	Separates willingly from adults to play with friends, most of the time <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
INDICATOR	2.13.4.	Makes and maintains a friendship with at least one other child <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while
INDICATOR	2.13.5.	Initiates conversations with other children; asks questions and responds <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.5 Emerging to 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Social Development: Interactions with Peers
INDICATOR	2.14.	CHILDREN COOPERATE WITH PEERS - Some Indicators for Children:
INDICATOR	2.14.1.	Plays with other children without prompting, some of the time <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.3 Emerging to 2c.4 Uses successful strategies for entering groups
INDICATOR	2.14.2.	Cooperates with other children, with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Takes turns

INDICATOR	2.14.3.	Shares materials and toys during play, with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.5 Emerging to 3a.6 Initiates the sharing of materials in the classroom and outdoors
INDICATOR	2.14.4.	Makes decisions with other children, with adult prompts as needed <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.5 Emerging to 3a.6 Initiates the sharing of materials in the classroom and outdoors
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Social Development: Interactions with Peers
INDICATOR	2.15.	CHILDREN DEMONSTRATE POSITIVE NEGOTIATION SKILLS - Some Indicators for Children:
INDICATOR	2.15.1.	Understands concept of "mine" and "his/hers" <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Takes turns
INDICATOR	2.15.2.	Approaches other children positively <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
INDICATOR	2.15.3.	Uses different turn-taking strategies (e.g., bartering, trading, beginning to share) <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups

INDICATOR	2.15.4.	<p>Uses simple strategies to solve problems appropriately, either individually or in a group (e.g., seeks assistance from an adult)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems</p>
INDICATOR	2.15.5.	<p>Negotiates with other children to solve a problem, with assistance</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.5 Emerging to 3b.8 Resolves social problems through basic negotiation and compromise</p>
INDICATOR	2.15.6.	<p>States a position with reasons (e.g., "I do not want to play right now because I am tired.")</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems</p>
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Social Development: Adaptive Social Behavior
INDICATOR	2.16.	CHILDREN DEMONSTRATE AWARENESS OF BEHAVIOR AND ITS EFFECTS - Some Indicators for Children:
INDICATOR	2.16.1.	<p>Takes turns and shares with peers, with assistance</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.5 Emerging to 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
INDICATOR	2.16.2.	<p>Asks "why" questions to show effort at understanding effects of behavior (e.g., "If I do this, why does that happen?")</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>

INDICATOR	2.16.3.	Demonstrates understanding of the consequences of own actions on others (e.g., "I gave Anna the toy and so she is playing with it now.") <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	2.16.4.	Describes other children's positive, thoughtful, kind behaviors <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
INDICATOR	2.16.5.	Shows empathy for physically hurt or emotionally upset child <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Social Development: Adaptive Social Behavior
INDICATOR	2.17.	CHILDREN PARTICIPATE POSITIVELY IN GROUP ACTIVITIES - Some Indicators for Children:
INDICATOR	2.17.1.	Seeks out other children to play with <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
INDICATOR	2.17.2.	Notices and comments on who is absent from routine group settings (e.g., play groups) <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors

INDICATOR	2.17.3.	Identifies self as member of a group (e.g., refers to our family, our school, our team, our culture) <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	2.17.4.	Uses play to explore, practice, and understand social roles <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	2.17.5.	Joins a group of other children playing, with adult prompts as needed <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Social Development: Adaptive Social Behavior
INDICATOR	2.18.	CHILDREN ADAPT TO DIVERSE SETTINGS - Some Indicators for Children:
INDICATOR	2.18.1.	Explores objects and materials and interacts with others in a variety of group settings <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
INDICATOR	2.18.2.	Makes smooth transitions from one activity/setting to the next during the day, with guidance <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	2.18.3.	Adjusts behavior to different settings (e.g., home, playground) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months

GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Social Development: Adaptive Social Behavior
INDICATOR	2.19.	CHILDREN DEMONSTRATE EMPATHY FOR OTHERS AND THE NATURAL WORLD - Some Indicators for Children:
INDICATOR	2.19.1.	Notifies and shows concern for peers' feelings <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
INDICATOR	2.19.2.	Comforts peers when they are hurt or upset, with adult assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
INDICATOR	2.19.3.	Adopts a variety of roles and feelings during pretend play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
INDICATOR	2.19.4.	Communicates appropriate feelings for characters in stories <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
INDICATOR	2.19.5.	Cares for and does not destroy plants, flowers, and other living things, with guidance <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
INDICATOR	2.19.6.	Acts kindly and gently with safe, child-friendly animals <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months

GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Social Development: Appreciating Diversity
INDICATOR	2.20.	CHILDREN RECOGNIZE, APPRECIATE, AND RESPECT SIMILARITIES AND DIFFERENCES IN PEOPLE - Some Indicators for Children:
INDICATOR	2.20.1.	Compares similarities or differences of others (e.g., height, hair color) in his/her circle of contact <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	2.20.2.	Develops awareness, knowledge, and appreciation of own gender and cultural identity <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	2.20.3.	Demonstrates understanding that different individuals have different abilities and information <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	2.20.4.	Includes other children in his/her activities who are of a different gender, ethnic background, who speak other languages, or who have special needs, with guidance <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.5 Emerging to 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
INDICATOR	2.20.5.	Asks questions about others' families, ethnicity, language, cultural heritage, and differences in physical characteristics <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Emotional Development: Self-Concept
INDICATOR	2.21.	CHILDREN PERCEIVE THEMSELVES AS UNIQUE INDIVIDUALS - Some Indicators for Children:

INDICATOR	2.21.1.	Describes self as a person with a mind, a body, and feelings <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	2.21.2.	Refers to self by first and last name and uses appropriate pronouns (I, me) rather than referring to self in 3rd person <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	2.21.3.	Chooses individual activities (e.g., doing puzzles, painting) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	2.21.4.	Expresses self in different roles during pretend play <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
INDICATOR	2.21.5.	Describes family members and begins to understand their relationship to one another <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Emotional Development: Self-Concept
INDICATOR	2.22.	CHILDREN DEMONSTRATE AWARENESS OF THEIR ABILITIES, CHARACTERISTICS, AND PREFERENCES - Some Indicators for Children:
INDICATOR	2.22.1.	Describes own basic physical characteristics <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	2.22.2.	Exerts will and preferences <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self

INDICATOR	2.22.3.	Experiments with own abilities by trying new activities and testing limits <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	2.22.4.	Develops awareness, knowledge, and appreciation of own gender and cultural identity <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	2.22.5.	Identifies feelings, likes and dislikes, and begins to be able to explain why he/she has them <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Emotional Development: Self-Efficacy
INDICATOR	2.23.	CHILDREN DEMONSTRATE BELIEF IN THEIR ABILITIES - Some Indicators for Children:
INDICATOR	2.23.1.	Expresses delight with mastery of a skill (e.g., "I did it myself.") <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	2.23.2.	Asks others to view own creations (e.g., "Look at my picture.") <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	2.23.3.	Demonstrates confidence in own abilities (e.g., "I can climb to the top of the big slide!" or a child in leg braces has a big smile on their face when using a walker by themselves) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

INDICATOR	2.23.4.	Expresses own ideas and opinions <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	2.23.5.	Enjoys process of creating <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Emotional Development: Self-Control
INDICATOR	2.24.	CHILDREN UNDERSTAND AND FOLLOW RULES AND ROUTINES - Some Indicators for Children:
INDICATOR	2.24.1.	Participates easily in routine activities (e.g., meal time, snack time, bedtime) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	2.24.2.	Follows simple rules without reminders (e.g., handles toys with care) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	2.24.3.	Demonstrates increasing ability to use materials purposefully, safely, and respectfully <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	2.24.4.	Adapts to changes in daily schedule <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

INDICATOR	2.24.5.	Predicts what comes next in the day, when there is an established and consistent schedule <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Emotional Development: Self-Control
INDICATOR	2.25.	CHILDREN REGULATE THEIR FEELINGS AND IMPULSES - Some Indicators for Children:
INDICATOR	2.25.1.	Expresses strong emotions constructively, at times with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.8 Controls strong emotions in an appropriate manner most of the time
INDICATOR	2.25.2.	Expresses ownership of feelings and desire to control self, with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
INDICATOR	2.25.3.	Calms self after having strong emotions, with guidance (e.g., goes to quiet area or requests favorite book to be read when upset) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
INDICATOR	2.25.4.	Waits for turn and shows patience during group activities, sometimes <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Take turns
INDICATOR	2.25.5.	Sticks with difficult tasks without becoming overly frustrated <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification

PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Emotional Development: Emotional Expression
INDICATOR	2.26.	CHILDREN EXPRESS APPROPRIATELY A RANGE OF EMOTIONS - Some Indicators for Children:
INDICATOR	2.26.1.	Names and talks about own emotions <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
INDICATOR	2.26.2.	Uses pretend play to understand and respond to emotions <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
INDICATOR	2.26.3.	Associates emotions with words and facial expressions <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Approaches to Learning
GOAL		Learning Approaches: Curiosity and Interest
INDICATOR	3.27.	CHILDREN ARE CURIOUS ABOUT AND INTERESTED IN LEARNING NEW THINGS AND HAVING NEW EXPERIENCES - Some Indicators for Children:
INDICATOR	3.27.1.	Asks others for information (e.g., "What is that?" "Why is the moon round?") <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

INDICATOR	3.27.2.	Investigates and experiments with materials <u>GOLD® Objectives for Development and Learning</u> • Objective curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
INDICATOR	3.27.3.	Shows interest in how and why others do things <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
INDICATOR	3.27.4.	Uses "Why" to get additional information about how his/her world works <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
INDICATOR	3.27.5.	Develops personal interests (e.g., trains, farm animals) <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Approaches to Learning
GOAL		Learning Approaches: Initiative
INDICATOR	3.28.	CHILDREN DEMONSTRATE INITIATIVE - Some Indicators for Children:
INDICATOR	3.28.1.	Asks a peer to join in play <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
INDICATOR	3.28.2.	Joins a play activity already in progress, with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups

INDICATOR	3.28.3.	<p>Selects new activities during play time (e.g., selects characters for dress-up)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
INDICATOR	3.28.4.	<p>Offers to help with chores (e.g., sweeping sand from the floor, helping to clean up spilled juice)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
INDICATOR	3.28.5.	<p>Finds and uses materials to follow through on an idea (e.g., blocks for building a tower, blank paper and crayons for drawing about a story or experience)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.4 Draws or constructs, and then identifies what it is</p>
INDICATOR	3.28.6.	<p>Makes decisions about what activity or materials to work with from selection offered</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Approaches to Learning
GOAL		Learning Approaches: Persistence and Attentiveness
INDICATOR	3.29.	CHILDREN SUSTAIN ATTENTION TO TASKS AND PERSIST WHEN FACING CHALLENGES - Some Indicators for Children:
INDICATOR	3.29.1.	<p>Focuses on tasks of interest to him/her</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</p>

INDICATOR	3.29.2.	Remains engaged in an activity for at least 5 to 10 minutes, at times <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
INDICATOR	3.29.3.	Completes favorite tasks over and over again <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
INDICATOR	3.29.4.	Persists in trying to complete a task after previous attempts have failed (e.g., complete a puzzle, build a tower) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
INDICATOR	3.29.5.	Uses at least two different strategies to solve a problem <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
INDICATOR	3.29.6.	Participates in meal time with few distractions <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Approaches to Learning
GOAL		Learning Approaches: Creativity and Inventiveness
INDICATOR	3.30.	CHILDREN APPROACH DAILY ACTIVITIES WITH CREATIVITY AND INVENTIVENESS - Some Indicators for Children:
INDICATOR	3.30.1.	Invents new activities or games <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks

INDICATOR	3.30.2.	Uses imagination to create a variety of ideas <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
INDICATOR	3.30.3.	Creates acceptable rules for group activities <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
INDICATOR	3.30.4.	Makes up words, songs, or stories <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
INDICATOR	3.30.5.	Expresses ideas through art, construction, movement, or music <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
INDICATOR	3.30.6.	Engages in extensive pretend play that includes role play (e.g., plays "house" or "explorers") <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Approaches to Learning
GOAL		Learning Approaches: Reflection and Interpretation
INDICATOR	3.31.	CHILDREN LEARN FROM THEIR EXPERIENCES - Some Indicators for Children:

INDICATOR	3.31.1.	Tells others about events that happened in the past <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
INDICATOR	3.31.2.	Represents things in environment with available materials, moving from simple to complex representations (e.g., recreates picture of a house, bridge, road with blocks) <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.4 Draws or constructs, and then identifies what it is
INDICATOR	3.31.3.	Thinks out loud and talks through a situation <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
INDICATOR	3.31.4.	Works out problems mentally rather than through trial and error <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Reasoning: Causation
INDICATOR	4.32.	CHILDREN DEMONSTRATE AWARENESS OF CAUSE AND EFFECT - Some Indicators for Children:
INDICATOR	4.32.1.	Identifies objects that influence or affect other objects (e.g., "The food coloring makes the water blue.") <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

INDICATOR	4.32.2.	Asks "why" questions to show effort at understanding causation (e.g., "If I do this, why does that happen?") <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
INDICATOR	4.32.3.	Explains the effects that simple actions may have on objects (e.g., "It will be dark when you turn off the light.") <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
INDICATOR	4.32.4.	Recognizes which element of an object causes the effect in simple relationships (e.g., the beads inside the box make the noise) <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Reasoning: Critical and Analytic Thinking
INDICATOR	4.33.	CHILDREN COMPARE, CONTRAST, EXAMINE, AND EVALUATE EXPERIENCES, TASKS, AND EVENTS - Some Indicators for Children:
INDICATOR	4.33.1.	Shows understanding of concepts of same and different <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
INDICATOR	4.33.2.	Recognizes and labels aspects of an event (e.g., long, fun) <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items

INDICATOR	4.33.3.	Compares experiences, with adult assistance (e.g., recalls and compares play times with different children) • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.5 Emerging to 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view
INDICATOR	4.33.4.	Explains simple benefits and/or drawbacks of choosing one course of action, with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.5 Emerging to 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation
INDICATOR	4.33.5.	Organizes objects by more than one preselected characteristic (e.g., crayons and markers by color and type of implement) <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
INDICATOR	4.33.6.	Uses comparative words (e.g., "Now the music is faster." "The soup is hotter than the juice.") <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Reasoning: Critical and Analytic Thinking
INDICATOR	4.34.	CHILDREN USE PAST KNOWLEDGE TO BUILD NEW KNOWLEDGE - Some Indicators for Children:
INDICATOR	4.34.1.	Applies new information or vocabulary to an activity <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation

INDICATOR	4.34.2.	Uses information gained through one modality and applies it to new context via another modality (e.g., tries to build a tower of blocks like the one seen in a book) <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation
INDICATOR	4.34.3.	Generates a strategy based on one learning event and extends it to a new learning opportunity (e.g., learns that mixing red and yellow paint makes orange, later tries coloring yellow crayon over red crayon) <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.8 Generates a rule, strategy, or idea from one learning experience and applies it in a new context
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Reasoning: Problem Solving
INDICATOR	4.35.	CHILDREN FIND MULTIPLE SOLUTIONS TO QUESTIONS, TASKS, PROBLEMS, AND CHALLENGES - Some Indicators for Children:
INDICATOR	4.35.1.	Explores various ways to solve a problem and selects one option <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results
INDICATOR	4.35.2.	Seeks assistance from another child or an adult to solve problems <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
INDICATOR	4.35.3.	Modifies actions based on new information and experiences (e.g., changes block structure when the tower continues to fall) <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation

PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Reasoning: Representational Thought
INDICATOR	4.36.	CHILDREN USE SYMBOLS TO REPRESENT OBJECTS - Some Indicators for Children:
INDICATOR	4.36.1.	Provides more complex description of a person or object that is not present (e.g., child describes that the dog is black, soft, and runs around; child gestures to show how big) <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
INDICATOR	4.36.2.	Uses symbols or pictures as representation for oral language <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
INDICATOR	4.36.3.	Uses objects to represent real items in make believe play <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
INDICATOR	4.36.4.	Recognizes objects, places, and ideas by symbols (e.g., recognizes which is the men's room and which is the women's room by looking at the stick figure symbols) <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.5 Emerging to 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Reasoning: Representational Thought

INDICATOR	4.37.	CHILDREN CAN DISTINGUISH BETWEEN FANTASY AND REALITY - Some Indicators for Children:
INDICATOR	4.37.1.	Takes on pretend roles and situations, using the appropriate language, tone, and movements (e.g., pretends to be a baby, crawling on the floor and making baby sounds) <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
INDICATOR	4.37.2.	Engages in complex make-believe play (e.g., theme-oriented play that involves multiple characters and settings) <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.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
INDICATOR	4.37.3.	Makes connections between characters in books, stories, or movies, with people in real-life <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
INDICATOR	4.37.4.	Questions if characters in books, family and traditional oral stories, and movies are real or not <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Mathematics and Numeracy: Number Sense and Operations
INDICATOR	4.38.	CHILDREN DEMONSTRATE KNOWLEDGE OF NUMBERS AND COUNTING - Some Indicators for Children:

INDICATOR	4.38.1.	Names some numerals <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects
INDICATOR	4.38.2.	Recognizes that a single object is "one" regardless of size, shape, or other attributes <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
INDICATOR	4.38.3.	Understands that numbers represent quantity (e.g., gets three apples out of the box) <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
INDICATOR	4.38.4.	Applies numbers and counting concepts to daily life (e.g., counts number of children who have raised their hand) <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
INDICATOR	4.38.5.	Differentiates some letters from numerals <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects
INDICATOR	4.38.6.	Recognizes, names, and writes some numerals <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects

INDICATOR	4.38.7.	Names the numbers in order to ten or more from memory <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.5 Emerging to 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
INDICATOR	4.38.8.	Counts at least five objects in one-to-one correspondence, without assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
INDICATOR	4.38.9.	Understands that the last count represents the quantity of what has been counted <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
INDICATOR	4.38.10.	Understands the quantity is not affected by the order of counting <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
INDICATOR	4.38.11.	Groups objects and counts the number of groups <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
INDICATOR	4.38.12.	Applies counting to new situations (e.g., counting objects, counting groups) <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object

INDICATOR	4.38.13.	Uses numbers to predict and make realistic guesses (e.g., "I think there are about twenty marbles in that jar.") <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
INDICATOR	4.38.14.	Tells what number comes before or after a given number up to five <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.5 Emerging to 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Mathematics and Numeracy: Measurement
INDICATOR	4.39.	CHILDREN DEMONSTRATE SOME KNOWLEDGE OF SIZE, VOLUME, HEIGHT, WEIGHT AND LENGTH - Some Indicators for Children:
INDICATOR	4.39.1.	Engages in activities that explore and develop vocabulary for length and weight <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
INDICATOR	4.39.2.	Uses measuring tools in play activities (e.g., measuring tape, measuring cups) <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
INDICATOR	4.39.3.	Estimates size (e.g., "I'm as tall as the yellow bookshelf.") <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume

INDICATOR	4.39.4.	Labels objects using size words <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
INDICATOR	4.39.5.	Exhibits spontaneous comparison by ordering objects by size, volume, height, weight, and length <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Mathematics and Numeracy: Properties of Ordering
INDICATOR	4.40.	CHILDREN SORT, CLASSIFY, AND ORGANIZE OBJECTS - Some Indicators for Children:
INDICATOR	4.40.1.	Orders several objects on the basis of one characteristic through trial and error (e.g., puts four blocks in a row from smallest to largest) <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
INDICATOR	4.40.2.	Systematically explores patterns with a variety of materials <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.4 Copies simple repeating patterns
INDICATOR	4.40.3.	Classifies everyday objects that go together (e.g., shoe/sock, pencil/paper, comb/brush) <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape

INDICATOR	4.40.4.	Compares shape and size of objects <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
INDICATOR	4.40.5.	Creates, builds, or draws shapes <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
INDICATOR	4.40.6.	Orders shapes from smallest to largest (e.g., orders various circle sizes) <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Science: Scientific Thinking
INDICATOR	4.41.	CHILDREN COLLECT INFORMATION THROUGH OBSERVATION AND MANIPULATION - Some Indicators for Children:
INDICATOR	4.41.1.	Identifies and distinguishes between senses (e.g., tastes, sounds, textures) <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
INDICATOR	4.41.2.	Uses non-standard tools (e.g., blocks, paper tubes) to explore the environment <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
INDICATOR	4.41.3.	Uses standard tools (e.g., magnets, magnifying glass) to explore the environment <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks

INDICATOR	4.41.4.	Participates in experiments provided by adults and describes observations (e.g., mixing soil and water to make mud) <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Science: Scientific Thinking
INDICATOR	4.42.	CHILDREN ENGAGE IN EXPLORING THE NATURAL WORLD BY MANIPULATING OBJECTS, ASKING QUESTIONS, MAKING PREDICTIONS, AND DEVELOPING GENERALIZATIONS - Some Indicators for Children:
INDICATOR	4.42.1.	Asks questions and finds answers through active exploration <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
INDICATOR	4.42.2.	Records information from an experience (e.g., drawing, storytelling, writing, photographing) <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
INDICATOR	4.42.3.	Makes predictions and develops generalizations based on past experiences <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
INDICATOR	4.42.4.	Uses vocabulary that shows recognition of scientific principles to explain why things happen (e.g., uses words such as sink, float, melt, freeze) <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Science: Scientific Knowledge
INDICATOR	4.43.	CHILDREN OBSERVE AND DESCRIBE CHARACTERISTICS OF LIVING THINGS - Some Indicators for Children:

INDICATOR	4.43.1.	Identifies things as living or non-living based on their characteristics (e.g., breathes, moves, grows) <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATOR	4.43.2.	Describes characteristics of plants, animals, and people (e.g., "That tree grew really tall!") <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATOR	4.43.3.	Systematically explores and describes similarities, differences, and categories of plants and animals <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATOR	4.43.4.	Demonstrates understanding of changes in the appearance, behavior, and habitats of living things (e.g., plants, spider webs) <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATOR	4.43.5.	Asks questions about growth and change in plants and animals <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Science: Scientific Knowledge
INDICATOR	4.44.	CHILDREN OBSERVE AND DESCRIBE CHARACTERISTICS OF THE EARTH - Some Indicators for Children:
INDICATOR	4.44.1.	Investigates properties of rocks, dirt, and water <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
INDICATOR	4.44.2.	Recognizes and provides simple descriptions of the states of matter (e.g., "Water is wet.") <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment

INDICATOR	4.44.3.	Makes simple observations of the characteristics and movement of sun, moon, stars, and clouds <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
INDICATOR	4.44.4.	Discusses changes in the weather and seasons, using common weather-related vocabulary (e.g., rainy, sunny, windy) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Social Studies: History
INDICATOR	4.45.	CHILDREN DIFFERENTIATE BETWEEN EVENTS THAT HAPPEN IN THE PAST, PRESENT, AND FUTURE - Some Indicators for Children:
INDICATOR	4.45.1.	Retells a simple story or event in roughly sequential order <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.5 Emerging to 9d.6 Tells stories about other times and places that have a logical order and that include major details
INDICATOR	4.45.2.	Uses time-related words and concepts (e.g., first/last, morning/night, yesterday/today), though not always accurately <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
INDICATOR	4.45.3.	Gives simple accounts of what happened that day <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.5 Emerging to 9d.6 Tells stories about other times and places that have a logical order and that include major details
INDICATOR	4.45.4.	Establishes causal patterns between past, present, and future events, with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places

INDICATOR	4.45.5.	Uses phrases that suggest awareness of the past (e.g., "When I was a baby...") <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Social Studies: Geography
INDICATOR	4.46.	CHILDREN DEMONSTRATE AWARENESS OF LOCATION AND SPATIAL RELATIONSHIPS - Some Indicators for Children:
INDICATOR	4.46.1.	Uses words to indicate direction, position, and size, but may not always be accurate <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)
INDICATOR	4.46.2.	Creates representations of locations and space during play (e.g., builds steep mountain road in sandbox) <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
INDICATOR	4.46.3.	Identifies where he/she lives <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
INDICATOR	4.46.4.	Understands physical relationships (e.g., on/under, inside/outside) <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Social Studies: Geography
INDICATOR	4.47.	CHILDREN DEMONSTRATE KNOWLEDGE OF THE RELATIONSHIP BETWEEN PEOPLE, PLACES, AND REGIONS - Some Indicators for Children:

INDICATOR	4.47.1.	Matches objects to their usual geographic locations (e.g., stove in the kitchen, bed in the bedroom, tree in the park) <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
INDICATOR	4.47.2.	Develops awareness of some characteristics of own geographic region (e.g., "It rains/snows here a lot.") <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
INDICATOR	4.47.3.	Recognizes where he/she is while traveling in familiar areas, most of the time <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
INDICATOR	4.47.4.	Begins to express and understand concepts and language of geography in the contexts of the classroom, home, and community <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Social Studies: Economics
INDICATOR	4.48.	CHILDREN DEMONSTRATE AWARENESS OF ECONOMIC CONCEPTS - Some Indicators for Children:
INDICATOR	4.48.1.	Demonstrates awareness of money being needed to purchase goods and services <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	4.48.2.	Plays store or restaurant with play or real money, receipts, credit cards, telephones <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	4.48.3.	Talks about what wants to be when he/she grows up <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live

INDICATOR	4.48.4.	Demonstrates understanding of sharing and interdependence <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Social Studies: Ecology
INDICATOR	4.49.	CHILDREN DEMONSTRATE AWARENESS OF THE RELATIONSHIP BETWEEN HUMANS AND THE ENVIRONMENT - Some Indicators for Children:
INDICATOR	4.49.1.	Shows awareness of environment by noticing features of own home and other familiar places (e.g., recounts how water was flowing over the road on the way to store) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
INDICATOR	4.49.2.	Recognizes things that do not belong in the environment (e.g., litter) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
INDICATOR	4.49.3.	Participates in protecting equipment and materials from weather or other natural phenomena <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Social Studies: Technology
INDICATOR	4.50.	CHILDREN USE TECHNOLOGY APPROPRIATELY - Some Indicators for Children:
INDICATOR	4.50.1.	Communicates with family members or other familiar people using telephone or other communication device, with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks

INDICATOR	4.50.2.	Identifies some materials as natural or as human-made and explains how he/she knows the difference <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
INDICATOR	4.50.3.	Describes stories, images, or sounds experienced with technology (e.g., music on CD player, program on television, story heard on tape) <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
INDICATOR	4.50.4.	Uses accurate vocabulary to identify technology (e.g., camera, computer, printer, television) <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Family, Community, and Culture: Family
INDICATOR	4.51.	CHILDREN DEMONSTRATE AWARENESS OF FAMILY CHARACTERISTICS AND FUNCTIONS - Some Indicators for Children:
INDICATOR	4.51.1.	Describes family members and begins to understand simple relationships to one another (e.g., "Marika is my sister.") <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	4.51.2.	Talks about grandparents or other family members and discusses how they look different from children <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	4.51.3.	Identifies self as a member of a specific family and cultural group <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	4.51.4.	Adopts the roles of different family members during dramatic play <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live

INDICATOR	4.51.5.	Tells stories about family routines <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.4 Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end
INDICATOR	4.51.6.	Draws a family portrait <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	4.51.7.	Joins in singing family songs <u>OLD Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Family, Community and Culture: Community
INDICATOR	4.52.	CHILDREN DEMONSTRATE AWARENESS OF THEIR COMMUNITY, HUMAN INTERDEPENDENCE, AND SOCIAL ROLES - Some Indicators for Children:
INDICATOR	4.52.1.	Identifies people by characteristics other than name, when asked <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	4.52.2.	Names a parent's job (e.g., nurse, plumber, farmer), but may not know what parent actually does at the job <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	4.52.3.	Recognizes some community workers and increases awareness of their jobs <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	4.52.4.	Pretends to be different community workers during play (e.g., grocery store clerk, teacher, construction worker, doctor, fisherperson) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live

INDICATOR	4.52.5.	Recognizes that people have different communities (e.g., family, neighborhood, school, faith-based community, job) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Family, Community and Culture: Community
INDICATOR	4.53.	CHILDREN DEMONSTRATE CIVIC RESPONSIBILITY - Some Indicators for Children:
INDICATOR	4.53.1.	Shows awareness of group rules (e.g., waits before painting because the easels are full) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	4.53.2.	Helps to make rules for free choice play (e.g., "Only four people at the sand table.") <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	4.53.3.	Follows rules while playing games and reminds others of the rules <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	4.53.4.	Responds to another child's needs by sometimes giving and sharing <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.5 Emerging to 3a.6 Initiates the sharing of materials in the classroom and outdoors
INDICATOR	4.53.5.	Notifies if another child is missing an essential article to participate in the group (e.g., other child does not have crayons to draw with) <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors

INDICATOR	4.53.6.	Invites other children to join groups or other activities <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Family, Community and Culture: Culture
INDICATOR	4.54.	CHILDREN DEMONSTRATE AWARENESS AND APPRECIATION OF THEIR OWN AND OTHERS' CULTURES - Some Indicators for Children:
INDICATOR	4.54.1.	Asks questions about other children's appearance and behavior <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	4.54.2.	Asks questions about similarities and differences in other people (e.g., language, hair styles, clothing) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	4.54.3.	Shows respect for similarities and differences (e.g., does not laugh at somebody who is different) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	4.54.4.	Begins to develop awareness, knowledge, and appreciation of own culture <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Creative Arts: Expression and Representation
INDICATOR	4.55.	CHILDREN USE CREATIVE ARTS TO EXPRESS AND REPRESENT WHAT THEY KNOW, THINK, BELIEVE, OR FEEL - Some Indicators for Children:

INDICATOR	4.55.1.	Participates in group music experiences (e.g., singing, finger plays, chants, musical instruments) <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
INDICATOR	4.55.2.	Remembers the words to an oft-repeated song <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
INDICATOR	4.55.3.	Asks to sing a particular song <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
INDICATOR	4.55.4.	Participates freely in dramatic play activities (e.g., pantomimes movement of familiar things, acts out stories, re-enacts events from his/her own life) <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
INDICATOR	4.55.5.	Tries one type of art many times (e.g., painting at easel several days in a row, using different colors, or covering the whole paper with paint) <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
INDICATOR	4.55.6.	Performs simple elements of drama (e.g., audience, actors, stage) <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
INDICATOR	4.55.7.	Pretends to be on stage and uses a microphone to sing <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Creative Arts: Understanding and Appreciation
INDICATOR	4.56.	CHILDREN DEMONSTRATE UNDERSTANDING AND APPRECIATION OF CREATIVE ARTS - Some Indicators for Children:

INDICATOR	4.56.1.	Watches other children dance, then tries to mimic the dance steps <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
INDICATOR	4.56.2.	Listens attentively at a children's concert, play, or puppet show <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
INDICATOR	4.56.3.	Hums or moves to the rhythm of recorded music <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
INDICATOR	4.56.4.	Shares various forms of art found in own environment <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
INDICATOR	4.56.5.	Wonders about or asks questions about works of art, paintings, songs, dance, or theatre <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts • Objective 36 Explores drama through actions and language
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Communication: Listening
INDICATOR	5.57.	CHILDREN DEMONSTRATE THE MEANING OF LANGUAGE BY LISTENING - Some Indicators for Children:
INDICATOR	5.57.1.	Selects specific details in a story and repeats them <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

INDICATOR	5.57.2.	Listens to others in a group discussion for a short period <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
INDICATOR	5.57.3.	Responds to questions with appropriate answers <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
INDICATOR	5.57.4.	Gains information through listening <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Communication: Oral and Written Communication
INDICATOR	5.58.	CHILDREN COMMUNICATE EFFECTIVELY - Some Indicators for Children:
INDICATOR	5.58.1.	Speaks clearly enough to be understood by most listeners <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words
INDICATOR	5.58.2.	States point of view, likes/dislikes, and opinions using words, signs or picture boards <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items

INDICATOR	5.58.3.	Uses multiple word sentences to communicate needs, ideas, actions, and/or feelings <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four- to six-word sentences
INDICATOR	5.58.4.	Relays a simple message (e.g., from grandparent to parent) <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four- to six-word sentences
INDICATOR	5.58.5.	Repeats words or ideas to be sure information is communicated <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
INDICATOR	5.58.6.	Uses pre-writing (also known as "print approximations") in play with other children when pretending to communicate <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
INDICATOR	5.58.7.	Begins to draw representational figures <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Communication: Conventions of Social Communication
INDICATOR	5.59.	CHILDREN COMPREHEND AND USE THE CONVENTIONS OF SOCIAL COMMUNICATION - Some Indicators for Children:

INDICATOR	5.59.1.	Pays attention to speaker during conversation <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders
INDICATOR	5.59.2.	Takes turns during group conversations/discussions, usually <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders
INDICATOR	5.59.3.	Recognizes rising and falling intonations and what they mean (e.g., difference between a "wh" question and a statement) <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders
INDICATOR	5.59.4.	Begins to demonstrate understanding of nonverbal cues (e.g., facial expressions for pride, displeasure, encouragement) <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders
INDICATOR	5.59.5.	Bilingual child adjusts his/her language and communication form according to person with whom he/she is speaking <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy

GOAL		Language: Vocabulary
INDICATOR	5.60.	CHILDREN USE RECEPTIVE COMMUNICATION SKILLS - Some Indicators for Children:
INDICATOR	5.60.1.	Recognizes and responds to some family and traditional stories and their meanings <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
INDICATOR	5.60.2.	Responds appropriately to a request (e.g., "Bring me the green towel.") <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.4 Follows simple requests not accompanied by gestures
INDICATOR	5.60.3.	Understands a receptive vocabulary of several hundred words in home language <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
INDICATOR	5.60.4.	Distinguishes between real and made-up words <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Language: Vocabulary
INDICATOR	5.61.	CHILDREN USE EXPRESSIVE COMMUNICATION SKILLS - Some Indicators for Children:
INDICATOR	5.61.1.	Uses new vocabulary in spontaneous speech <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items

INDICATOR	5.61.2.	Asks the meaning of unfamiliar words and then experiments with using them <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
INDICATOR	5.61.3.	Uses words to further describe actions or adjectives (e.g., "running fast" or "playing well") <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
INDICATOR	5.61.4.	Uses multiple words to explain ideas (e.g., when talking about primary caregiver says "mother/father" and/or "parent") <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
INDICATOR	5.61.5.	Uses words to express emotions (e.g., happy, sad, tired, scared) <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Language: Grammar and Syntax
INDICATOR	5.62.	CHILDREN DEMONSTRATE PROGRESSION IN GRAMMAR AND SYNTAX - Some Indicators for Children:
INDICATOR	5.62.1.	Talks in sentences with five to six words to describe people, places, and events <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four- to six-word sentences

INDICATOR	5.62.2.	Uses more complex grammar and parts of speech <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four- to six-word sentences
INDICATOR	5.62.3.	Describes a task, project, and/or event sequentially in three or more sentences <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details
INDICATOR	5.62.4.	Asks questions for information/clarification <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
INDICATOR	5.62.5.	Uses prepositions in everyday language, sometimes needing assistance (e.g., at, in, under) <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Language: Comprehension
INDICATOR	5.63.	CHILDREN DEMONSTRATE COMPREHENSION AND MEANING IN LANGUAGE - Some Indicators for Children:
INDICATOR	5.63.1.	Follows directions that involve a two- or three-step sequence of actions which may not be related (e.g., "Please pick up your toys and then get your shoes.") <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.8 Follows detailed, instructional, multistep directions

INDICATOR	5.63.2.	Responds to questions with verbal answers or gestures <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
INDICATOR	5.63.3.	Extends/expands the thought or idea expressed by another <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
INDICATOR	5.63.4.	Engages in conversation that develops a thought or idea (e.g., tells about a past event) <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.6 Engages in conversations of at least three exchanges
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Language: Expressive/Oral language
INDICATOR	5.64.	CHILDREN USE LANGUAGE FOR A VARIETY OF PURPOSES - Some Indicators for Children:
INDICATOR	5.64.1.	Recounts some details of a recent event <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details
INDICATOR	5.64.2.	Tells a short make-believe story, with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details

INDICATOR	5.64.3.	<p>Uses oral language to communicate a message</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items</p>
INDICATOR	5.64.4.	<p>Participates in conversations about a variety of topics</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.6 Engages in conversations of at least three exchanges</p>
INDICATOR	5.64.5.	<p>Mimics animal sounds</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items</p>
INDICATOR	5.64.6.	<p>Uses terms like auntie, grandpa, or terms in home language when talking to or about family members</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items</p>
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Literacy: Reading
INDICATOR	5.65.	CHILDREN DEMONSTRATE PHONOLOGICAL AWARENESS - Some Indicators for Children:

INDICATOR	5.65.1.	<p>Participates in and creates songs, rhymes, and games that play with sounds of language (e.g., claps out sounds or rhythms of language)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously</p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration <p>Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>
INDICATOR	5.65.2.	<p>Identifies initial sound of words, with assistance (e.g., book begins with the /b/sound)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration <p>Objective 15b.3 Emerging to 15b.4 Shows awareness that some words begin the same way</p>
INDICATOR	5.65.3.	<p>Makes three or more letter-sound correspondences (e.g., identifies that "David," "day," and "dog" all begin with "d")</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences <p>Objective 16b.2 Identifies the sounds of a few letters</p>
INDICATOR	5.65.4.	<p>Finds objects in a picture with the same beginning sound, with assistance</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration <p>Objective 15b.3 Emerging to 15b.4 Shows awareness that some words begin the same way</p>
INDICATOR	5.65.5.	<p>Differentiates between similar-sounding words (e.g., "three" and "tree")</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.6 Decides whether two words rhyme</p>
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy

GOAL		Literacy: Reading
INDICATOR	5.66.	CHILDREN DEMONSTRATE AWARENESS OF LETTERS AND SYMBOLS - Some Indicators for Children:
INDICATOR	5.66.1.	Recites letters of the alphabet in home language <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name
INDICATOR	5.66.2.	Knows that alphabet letters are a special category of symbols/pictures that can be individually named <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name
INDICATOR	5.66.3.	Associates the names of letters with their shapes <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name
INDICATOR	5.66.4.	Correctly identifies ten or more letters of the alphabet <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.5 Emerging to 16a.6 Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Literacy: Reading
INDICATOR	5.67.	CHILDREN DEMONSTRATE AWARENESS OF PRINT CONCEPTS - Some Indicators for Children:

INDICATOR	5.67.1.	<p>Knows first and last page of a book</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
INDICATOR	5.67.2.	<p>Identifies some individual letters in text</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
INDICATOR	5.67.3.	<p>Shows understanding that letters make up words</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text <p>Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word</p>
INDICATOR	5.67.4.	<p>Identifies words that look similar and different, with assistance</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
INDICATOR	5.67.5.	<p>Begins to understand that print progresses from left to right (Exceptions are Arabic, Chinese, and Japanese text, etc.)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
INDICATOR	5.67.6.	<p>Recognizes some signs and symbols in environment (e.g., stop signs)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.2 Shows understanding that text is meaningful and can be read</p>
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months

GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Literacy: Reading
INDICATOR	5.68.	CHILDREN DEMONSTRATE COMPREHENSION OF PRINTED MATERIAL AND ORAL STORIES - Some Indicators for Children:
INDICATOR	5.68.1.	Uses pictures to predict a story <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
INDICATOR	5.68.2.	Matches pictures with spoken word in home language <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
INDICATOR	5.68.3.	Recognizes own name when spelled out in letters <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name
INDICATOR	5.68.4.	Recites some words in familiar books from memory <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
INDICATOR	5.68.5.	Fills in missing information in a familiar story <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
INDICATOR	5.68.6.	Identifies major characters in story <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures

INDICATOR	5.68.7.	Begins to understand the sequence of a story (e.g., beginning, middle, and end) <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
INDICATOR	5.68.8.	Makes up an ending for a story <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
INDICATOR	5.68.9.	Pretends to read a familiar book <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Literacy: Reading
INDICATOR	5.69.	CHILDREN DEMONSTRATE AWARENESS THAT WRITTEN MATERIALS CAN BE USED FOR A VARIETY OF PURPOSES - Some Indicators for Children:
INDICATOR	5.69.1.	Identifies a variety of printed materials (e.g., books, newspapers, cereal boxes) <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors
INDICATOR	5.69.2.	Imitates common reading activities appropriately in play (e.g., pretends to use directions while putting something together) <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues

INDICATOR	5.69.3.	Uses signs in the environment for information (e.g., in a tall building, points to the elevator button) <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Literacy: Reading
INDICATOR	5.70.	CHILDREN DEMONSTRATE APPRECIATION AND ENJOYMENT OF READING - Some Indicators for Children:
INDICATOR	5.70.1.	Expresses the title of a favorite book <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors
INDICATOR	5.70.2.	Gives opinion on books in terms of sections liked and enjoyed <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
INDICATOR	5.70.3.	Enjoys a variety of genres (e.g., poetry, folk/fairy tales, concept books, magazines) <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Literacy: Writing
INDICATOR	5.71.	CHILDREN DEMONSTRATE KNOWLEDGE OF LETTERS AND SYMBOLS (ALPHABET KNOWLEDGE) - Some Indicators for Children:

INDICATOR	5.71.1.	<p>Knows the difference between printed letters and drawings</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p>
INDICATOR	5.71.2.	<p>Attempts to copy one or more letters of the alphabet</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message</p>
INDICATOR	5.71.3.	<p>Labels pictures using letter-like marks</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message</p>
INDICATOR	5.71.4.	<p>Knows that alphabet letters are a special category of graphics that can be individually named</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.1 Emerging to 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships</p>
INDICATOR	5.71.5.	<p>Identifies letters to match the said-aloud letter name</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.2 Identifies the sounds of a few letters</p>
INDICATOR	5.71.6.	<p>Works at writing own name</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.6 Writes mock letters or letter-like forms</p>

INDICATOR	5.71.7.	Shows awareness of the difference between own writing and conventional print <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name
INDICATOR	5.71.8.	Shows awareness of two different writing systems (especially appropriate for English Language Learner) No Correlations
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Literacy: Writing
INDICATOR	5.72.	CHILDREN USE WRITING SKILLS AND DEMONSTRATE KNOWLEDGE OF WRITING CONVENTIONS - Some Indicators for Children:
INDICATOR	5.72.1.	Writes some letters or numerals <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message
INDICATOR	5.72.2.	Prints or copies first name <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.8 Writes letter strings
INDICATOR	5.72.3.	Attempts to copy words from print <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message
INDICATOR	5.72.4.	Draws basic geometric shapes (e.g., circle, triangle) No Correlations
INDICATOR	5.72.5.	Uses pretend writing activities during play to show print conventions in home language <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message

INDICATOR	5.72.6.	Adjusts paper position when writing <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Literacy: Writing
INDICATOR	5.73.	CHILDREN USE WRITING FOR A VARIETY OF PURPOSES - Some Indicators for Children:
INDICATOR	5.73.1.	Uses letter-like symbols to make lists, letters, and stories <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
INDICATOR	5.73.2.	Copies some environmental print/symbols <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
INDICATOR	5.73.3.	Uses letter-like symbols to express an idea <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
INDICATOR	5.73.4.	Talks out loud about creative ideas and stories and asks adult to write them out <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message

INDICATOR	5.73.5.	Asks adult to write out rhymes to make a simple poem <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
PERFORMANCE / CONTENT STANDARD	AK.1.	Alaska Early Learning Guidelines for 36 to 60 Months
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		English Language Learners: Dual Language Acquisition
INDICATOR	5.74.	CHILDREN DEMONSTRATE COMPETENCY IN HOME LANGUAGE WHILE ACQUIRING BEGINNING PROFICIENCY IN ENGLISH - Some Indicators for Children:
INDICATOR	5.74.1.	Demonstrates understanding that there are languages other than his/her home language (e.g., identifies sentence spoken in home language in comparison to one spoken in English) <u>GOLD® Objectives for Development and Learning</u> • Objective 37 Demonstrates progress in listening to and understanding English Objective 37.4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids
INDICATOR	5.74.2.	Relies on non-verbal cues to communicate in English, but does not rely on non-verbal cues to communicate in home language <u>GOLD® Objectives for Development and Learning</u> • Objective 37 Demonstrates progress in listening to and understanding English Objective 37.4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids
INDICATOR	5.74.3.	Focuses on the meaning of words rather than grammar in acquiring spoken English language competency <u>GOLD® Objectives for Development and Learning</u> • Objective 37 Demonstrates progress in listening to and understanding English Objective 37.4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids
INDICATOR	5.74.4.	Follows linguistic rules of home language and constructs own rules for English <u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea

INDICATOR	5.74.5.	Uses sentences in home language and begins to use single word or telegraphic speech in English to communicate <u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
INDICATOR	5.74.6.	Bilingual child adjusts language and communication form used according to person with whom he/she is speaking <u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Physical Well-Being, Health, and Motor Development
GOAL		Motor Development: Gross Motor Skills
INDICATOR	1.1.	CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF LARGE MOTOR MUSCLES - Some Indicators for Children:
INDICATOR	1.1.1.	Runs with an even gait and with few falls <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
INDICATOR	1.1.2.	Hops on each foot separately without support <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences
INDICATOR	1.1.3.	Maintains balance while bending, twisting, or stretching <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences
INDICATOR	1.1.4.	Walks up and down stairs while holding an object in one or both hands <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games

INDICATOR	1.1.5.	Moves body into position to catch a ball, then throws the ball in the right direction <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.8 Manipulates balls or similar objects with a full range of motion
INDICATOR	1.1.6.	Kicks large ball to a given point with some accuracy <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.8 Manipulates balls or similar objects with a full range of motion
INDICATOR	1.1.7.	Able to alternate weight and feet while skipping or using stairs <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
INDICATOR	1.1.8.	Throws a medium-size ball with some accuracy <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.8 Manipulates balls or similar objects with a full range of motion
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Physical Well-Being, Health, and Motor Development
GOAL		Motor Development: Fine Motor skills
INDICATOR	1.2.	CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF SMALL MOTOR MUSCLES - Some Indicators for Children:
INDICATOR	1.2.1.	Removes and replaces easy-to-open container lids <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements
INDICATOR	1.2.2.	Folds paper and makes paper objects (e.g., airplanes, origami), with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements

INDICATOR	1.2.3.	Cuts, draws, glues with materials provided <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements
INDICATOR	1.2.4.	Ties knots and shoe laces, with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements
INDICATOR	1.2.5.	Prints some letters in own name <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.10 Writes partially accurate first name
INDICATOR	1.2.6.	Buttons large buttons on clothing <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements
INDICATOR	1.2.7.	Tears tape off a dispenser without letting the tape get stuck to itself, most of the time <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements
INDICATOR	1.2.8.	Puts together and pulls apart manipulatives (e.g., Legos, beads for stringing and sewing, Lincoln Logs) appropriately <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Physical Well-Being, Health, and Motor Development
GOAL		Motor Development: Sensorimotor Skills

INDICATOR	1.3.	CHILDREN USE THEIR SENSES: SIGHT, HEARING, SMELL, TASTE, AND TOUCH, TO GUIDE AND INTEGRATE THEIR INTERACTIONS - Some Indicators for Children:
INDICATOR	1.3.1.	Hits a medium-size ball (6" to 8") with a bat with some consistency <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.8 Manipulates balls or similar objects with a full range of motion
INDICATOR	1.3.2.	Catches a ball thrown from a distance of five to ten feet <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.8 Manipulates balls or similar objects with a full range of motion
INDICATOR	1.3.3.	Manipulates simple puppets <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements
INDICATOR	1.3.4.	Carries a glass of water or juice across the room without spilling it <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.8 Manipulates balls or similar objects with a full range of motion
INDICATOR	1.3.5.	Enjoys vigorous, active play combined with social contact and game rules (e.g., freeze tag, hide and seek, snow play) <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Physical Well-Being, Health, and Motor Development
GOAL		Physical Development: Physical Fitness
INDICATOR	1.4.	CHILDREN DEMONSTRATE THE STAMINA AND ENERGY TO PARTICIPATE IN DAILY ACTIVITIES - Some Indicators for Children:
INDICATOR	1.4.1.	Runs 50 to 75 yards without stopping <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games

INDICATOR	1.4.2.	Engages in physical activities for at least 60 minutes throughout each day <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
INDICATOR	1.4.3.	Initiates physical activities (e.g., movement games with other children, dancing to music) <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Physical Well-Being, Health, and Motor Development
GOAL		Physical Development: Physical Fitness
INDICATOR	1.5.	CHILDREN ENGAGE IN A VARIETY OF PHYSICAL ACTIVITIES - Some Indicators for Children:
INDICATOR	1.5.1.	Regularly participates in physical activity (e.g., walks, dances, plays organized or informal sports) <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
INDICATOR	1.5.2.	Helps with physical chores (e.g., raking leaves, sweeping the floor, carrying laundry, putting away toys) <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
INDICATOR	1.5.3.	Participates in cooperative games with peers <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Physical Well-Being, Health, and Motor Development
GOAL		Health and Personal Care: Daily Living Skills
INDICATOR	1.6.	CHILDREN DEMONSTRATE PERSONAL HEALTH AND HYGIENE SKILLS - Some Indicators for Children:

INDICATOR	1.6.1.	Brushes teeth and attempts flossing with supervision, and then allows assistance to complete process <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	1.6.2.	Washes face, without assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	1.6.3.	Covers mouth and nose when coughing and sneezing with elbow or tissue <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Physical Well-Being, Health, and Motor Development
GOAL		Health and Personal Care: Daily Living Skills
INDICATOR	1.7.	CHILDREN PRACTICE BASIC PERSONAL CARE ROUTINES - Some Indicators for Children:
INDICATOR	1.7.1.	Uses fork, spoon, and (sometimes) a blunt table knife <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements
INDICATOR	1.7.2.	Pours milk or juice easily and with minimal spills <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements

INDICATOR	1.7.3.	Dresses and undresses in easy pull-on clothes, without assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements
INDICATOR	1.7.4.	Ties single knot in shoelaces, with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements
INDICATOR	1.7.5.	Brushes and combs hair, with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	1.7.6.	Helps select clothes appropriate for the weather <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Physical Well-Being, Health, and Motor Development
GOAL		Health and Personal Care: Nutrition
INDICATOR	1.8.	CHILDREN EAT A VARIETY OF NUTRITIOUS FOODS - Some Indicators for Children:
INDICATOR	1.8.1.	Explains the primary function of certain foods (e.g., milk helps build strong bones) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being

INDICATOR	1.8.2.	Recognizes foods from different food groups, with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	1.8.3.	Provides simple explanations for own and others' food allergies <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Physical Well-Being, Health, and Motor Development
GOAL		Safety: Safe Practices
INDICATOR	1.9.	CHILDREN MAKE SAFE CHOICES, AVOIDING HARMFUL OBJECTS AND SITUATIONS - Some Indicators for Children:
INDICATOR	1.9.1.	Does not accept rides, food, or money from strangers <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	1.9.2.	Understands that some practices may be personally dangerous (e.g., smoking, drinking alcohol, playing with matches, contact with germs and blood) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	1.9.3.	Identifies local hazards (e.g., thin ice, wildlife, dogs, moving water, guns) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being

INDICATOR	1.9.4.	Identifies adults who can assist in dangerous situations (e.g., parent, teacher, police officer) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Physical Well-Being, Health, and Motor Development
GOAL		Safety: Rules and Regulations
INDICATOR	1.10.	CHILDREN DEMONSTRATE AWARENESS AND UNDERSTANDING OF SAFETY RULES - Some Indicators for Children:
INDICATOR	1.10.1.	Consistently follows safety rules <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	1.10.2.	Understands why emergency drills are important <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	1.10.3.	Explains how to get help in emergency situations (e.g., calling 911, finding a police officer or responsible adult) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	1.10.4.	Demonstrates safety rules as engages in dramatic play (e.g., "Tell your doll to keep his fingers away from the hot stove so he does not get hurt.") <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry

GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Social Development: Interactions with Adults
INDICATOR	2.11.	CHILDREN TRUST AND INTERACT COMFORTABLY WITH FAMILIAR ADULTS - Some Indicators for Children:
INDICATOR	2.11.1.	Interacts easily with familiar adults in the community (e.g., custodian, next-door neighbor, doctor, bus driver) <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests
INDICATOR	2.11.2.	Shows confidence and positive feelings about relationships with significant adults in addition to primary caregivers (e.g., teachers) <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests
INDICATOR	2.11.3.	Confides in at least one adult <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests
INDICATOR	2.11.4.	Interacts with adults respectfully and appropriately (e.g., does not interrupt when adult is speaking) <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests
INDICATOR	2.11.5.	Demonstrates knowledge of culturally specific communication styles and their appropriate uses <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.8 Uses acceptable language and basic social rules during communication with others
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry

GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Social Development: Interactions with Adults
INDICATOR	2.12.	CHILDREN SEEK ASSISTANCE FROM ADULTS WHEN NEEDED - Some Indicators for Children:
INDICATOR	2.12.1.	Seeks assistance from adults in the community (e.g., neighbor, bus driver, librarian) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	2.12.2.	Demonstrates understanding of when to bring issues to adult attention <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	2.12.3.	Asks questions and checks with an adult before deviating from rules and routines <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Social Development: Interactions with Peers
INDICATOR	2.13.	CHILDREN DEVELOP FRIENDSHIPS WITH PEERS - Some Indicators for Children:
INDICATOR	2.13.1.	Gives social support to others (e.g., offers to help a peer who cannot find his/her toy) <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
INDICATOR	2.13.2.	Shows loyalty to friends <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while

INDICATOR	2.13.3.	Follows suggestions given by a friend about how to proceed in their play <u>GOLD® Objectives for Development and Learning</u> • Objective Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while
INDICATOR	2.13.4.	Has friends in different settings (e.g., neighborhood, school, extended family) <u>GOLD® Objectives for Development and Learning</u> • Objective Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while
INDICATOR	2.13.5.	Maintains friendships with two or more peers <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.7 Emerging to 2d.8 Maintains friendships for several months or more; forms friendships around similar play interests
INDICATOR	2.13.6.	Carries on conversations with peers <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.6 Engages in conversations of at least three exchanges
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Social Development: Interactions with Peers
INDICATOR	2.14.	CHILDREN COOPERATE WITH PEERS - Some Indicators for Children:
INDICATOR	2.14.1.	Shares materials and toys with other children <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors

INDICATOR	2.14.2.	Sustains interactions by cooperating, helping, sharing, and suggesting new ideas for play <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
INDICATOR	2.14.3.	Completes simple projects with other children <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.7 Emerging to 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects
INDICATOR	2.14.4.	Plays different roles with children (e.g., leader, follower) <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
INDICATOR	2.14.5.	Works with other children to overcome challenges <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Social Development: Interactions with Peers
INDICATOR	2.15.	CHILDREN DEMONSTRATE POSITIVE NEGOTIATION SKILLS - Some Indicators for Children:
INDICATOR	2.15.1.	Uses multiple strategies to resolve conflicts (e.g., attempts to communicate and then seeks assistance) <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems

INDICATOR	2.15.2.	Attempts to settle disputes or solve problems with another child through negotiation, addressing own rights as well as the other child's needs, with assistance (e.g., "I'll use the paste for these two pieces of paper and then give it to you.") <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.8 Resolves social problems through basic negotiation and compromise
INDICATOR	2.15.3.	Uses and accepts compromise with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.7 Emerging to 3b.8 Resolves social problems through basic negotiation and compromise
INDICATOR	2.15.4.	Demonstrates beginning understanding of others' intentions or motives <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Social Development: Adaptive Social Behavior
INDICATOR	2.16.	CHILDREN DEMONSTRATE AWARENESS OF BEHAVIOR AND ITS EFFECTS - Some Indicators for Children:
INDICATOR	2.16.1.	Describes how own actions make others feel and behave <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
INDICATOR	2.16.2.	Cooperates with peers to complete a project with little conflict <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.7 Emerging to 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

INDICATOR	2.16.3.	Engages in empathetic, caring behavior so others respond positively <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
INDICATOR	2.16.4.	Explains his/her response to others' actions and feelings (e.g., "I gave her a hug because she was sad.") <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
INDICATOR	2.16.5.	Guesses how own and others' behavior will influence responses <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Social Development: Adaptive Social Behavior
INDICATOR	2.17.	CHILDREN PARTICIPATE POSITIVELY IN GROUP ACTIVITIES - Some Indicators for Children:
INDICATOR	2.17.1.	Follows simple rules of participation in group activities <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.8 Cooperates and shares ideas and materials in socially acceptable ways
INDICATOR	2.17.2.	Participates cooperatively in large and small group activities (e.g., is sometimes a leader and sometimes a follower) <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.8 Cooperates and shares ideas and materials in socially acceptable ways

INDICATOR	2.17.3.	Participates in classroom and group routines (e.g., joins other children feeding the fish or building a structure) <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.8 Cooperates and shares ideas and materials in socially acceptable ways
INDICATOR	2.17.4.	Willingly joins in the middle of an on-going group activity with friends <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
INDICATOR	2.17.5.	Invents and sets up activities that include more than one child <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
INDICATOR	2.17.6.	Participates as a member of the audience, as well as an active participant in group activities <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
INDICATOR	2.17.7.	Assigns roles to other children during group play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Social Development: Adaptive Social Behavior
INDICATOR	2.18.	CHILDREN ADAPT TO DIVERSE SETTINGS - Some Indicators for Children:

INDICATOR	2.18.1.	Expresses anticipation of special events in different settings <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.8 Controls strong emotions in an appropriate manner most of the time
INDICATOR	2.18.2.	Accommodates a variety of settings throughout the day <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	2.18.3.	Anticipates diverse settings and what will be needed in them, with assistance (e.g., "We're going to the park, so I'll bring a ball." "We're going to the lake, so I'll need my swim suit.") <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Social Development: Adaptive Social Behavior
INDICATOR	2.19.	CHILDREN DEMONSTRATE EMPATHY FOR OTHERS AND THE NATURAL WORLD - Some Indicators for Children:
INDICATOR	2.19.1.	Communicates others' feelings <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
INDICATOR	2.19.2.	Comforts family members or friends who are not feeling well or are upset <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately

INDICATOR	2.19.3.	Expresses excitement about special events and accomplishments of others within cultural context and expectations <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.8 Controls strong emotions in an appropriate manner most of the time
INDICATOR	2.19.4.	Volunteers to assist and comfort peers by using words and actions <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
INDICATOR	2.19.5.	Adjusts plans in consideration of others' wants and needs, at times <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
INDICATOR	2.19.6.	Expresses emotion in response to hurt person or animal <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
INDICATOR	2.19.7.	Treats the earth and living things with respect <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things • Objective 27 Demonstrates knowledge of Earth's environment
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Social Development: Appreciating Diversity
INDICATOR	2.20.	CHILDREN RECOGNIZE, APPRECIATE, AND RESPECT SIMILARITIES AND DIFFERENCES IN PEOPLE - Some Indicators for Children:

INDICATOR	2.20.1.	Shows concern about fairness within peer group (e.g., "Everyone gets a turn." "That's not fair.") <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
INDICATOR	2.20.2.	Recognizes others' abilities in certain areas (e.g., "Jamie sings really well." "Marie is a fast runner.") <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	2.20.3.	Names and accepts differences and similarities in preferences (e.g., food preferences or favorite play activities) <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	2.20.4.	Notifies that other children might use different words for the same object (e.g., "mother" is said differently in different languages) <u>NO Correlations</u>
INDICATOR	2.20.5.	Examines a situation from another's perspective <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.8 Recognizes that others' feelings about a situation might be different from his own
INDICATOR	2.20.6.	Recognizes stereotypes and culturally or linguistically unfair or biased behavior <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Emotional Development: Self-Concept
INDICATOR	2.21.	CHILDREN PERCEIVE THEMSELVES AS UNIQUE INDIVIDUALS - Some Indicators for Children:

INDICATOR	2.21.1.	Shares information about self with others <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	2.21.2.	Knows some important personal information (e.g., telephone number) <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	2.21.3.	Shows self-direction in actions <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	2.21.4.	Works independently and interdependently, and shows pleasure from it <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	2.21.5.	Accepts responsibilities and follows through on them (e.g., helps with chores) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	2.21.6.	Requests quiet time and space <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Emotional Development: Self-Concept
INDICATOR	2.22.	CHILDREN DEMONSTRATE AWARENESS OF THEIR ABILITIES, CHARACTERISTICS, AND PREFERENCES - Some Indicators for Children:

INDICATOR	2.22.1.	Describes self using several physical and behavioral characteristics (e.g., "I am tall and I can reach up high.") <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	2.22.2.	Describes own skills and abilities in certain areas (e.g., "I like to paint.") <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	2.22.3.	Suggests games and activities that demonstrate own preferences and abilities (e.g., sets up a game of catch) <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	2.22.4.	Differentiates between preferences for self and others (e.g., "I like to play with dolls and she likes to play with toy animals.") <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Emotional Development: Self-Efficacy
INDICATOR	2.23.	CHILDREN DEMONSTRATE BELIEF IN THEIR ABILITIES - Some Indicators for Children:
INDICATOR	2.23.1.	Takes on new tasks and improves skills with practice (e.g., wheeling self in wheelchair) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
INDICATOR	2.23.2.	Expresses delight over a successful project and wants others to like it too <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	2.23.3.	Starts a task and works on it until finished <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.8 Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions

PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Emotional Development: Self-Control
INDICATOR	2.24.	CHILDREN UNDERSTAND AND FOLLOW RULES AND ROUTINES - Some Indicators for Children:
INDICATOR	2.24.1.	Engages in and completes simple routines without assistance (e.g., puts coat on to go outside to play) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	2.24.2.	Child with a special health care need participates in own care routines <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	2.24.3.	Follows rules in different settings (e.g., lowers voice when enters library) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.8 Applies basic rules in new but similar situations
INDICATOR	2.24.4.	Applies rules in new but similar situations <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.8 Applies basic rules in new but similar situations
INDICATOR	2.24.5.	Explains simple family or classroom rules to others <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Emotional Development: Self-Control

INDICATOR	2.25.	CHILDREN REGULATE THEIR FEELINGS AND IMPULSES - Some Indicators for Children:
INDICATOR	2.25.1.	Expresses self in safe and appropriate ways (e.g., expresses anger or sadness without fights) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.8 Controls strong emotions in an appropriate manner most of the time
INDICATOR	2.25.2.	Shows ability to control destructive impulses, with guidance <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.8 Controls strong emotions in an appropriate manner most of the time
INDICATOR	2.25.3.	Seeks peaceful resolution to conflict <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems
INDICATOR	2.25.4.	Modifies behavior and expression of emotions for different environments <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.8 Controls strong emotions in an appropriate manner most of the time
INDICATOR	2.25.5.	Stops and listens to instructions before jumping into activity, with guidance <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.8 Controls strong emotions in an appropriate manner most of the time
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Social and Emotional Development
GOAL		Emotional Development: Emotional Expression
INDICATOR	2.26.	CHILDREN EXPRESS APPROPRIATELY A RANGE OF EMOTIONS - Some Indicators for Children:
INDICATOR	2.26.1.	Expresses feelings through play <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.8 Controls strong emotions in an appropriate manner most of the time

INDICATOR	2.26.2.	Shares own excitement with peers, caregivers, and adults <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.8 Controls strong emotions in an appropriate manner most of the time
INDICATOR	2.26.3.	Acknowledges sadness about loss (e.g., change in caregiver, divorce, or death) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.8 Controls strong emotions in an appropriate manner most of the time
INDICATOR	2.26.4.	Does not inhibit emotional expression (e.g., cries when feels sad) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.8 Controls strong emotions in an appropriate manner most of the time
INDICATOR	2.26.5.	Names some levels of emotion (e.g., frustrated, angry) <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Approaches to Learning
GOAL		Learning Approaches: Curiosity and Interest
INDICATOR	3.27.	CHILDREN ARE CURIOUS ABOUT AND INTERESTED IN LEARNING NEW THINGS AND HAVING NEW EXPERIENCES - Some Indicators for Children:
INDICATOR	3.27.1.	Engages in discussions about new events and occurrences (e.g., "Why did this happen?") <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
INDICATOR	3.27.2.	Asks questions about changes in his/her world <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

INDICATOR	3.27.3.	Shows enthusiasm for field trips and other outings to new places <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
INDICATOR	3.27.4.	Looks for new information and wants to know more about personal interests, with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
INDICATOR	3.27.5.	Develops increasing complexity and persistence in using familiar materials <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Approaches to Learning
GOAL		Learning Approaches: Initiative
INDICATOR	3.28.	CHILDREN DEMONSTRATE INITIATIVE - Some Indicators for Children:
INDICATOR	3.28.1.	Chooses to work on a project because the activity is of personal interest <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
INDICATOR	3.28.2.	Invents projects and works on them with little assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
INDICATOR	3.28.3.	Forms a plan for an activity and acts on it <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks

INDICATOR	3.28.4.	Tells the difference between appropriate and inappropriate (or dangerous) risk-taking, with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	3.28.5.	Engages in role play <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.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
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Approaches to Learning
GOAL		Learning Approaches: Persistence and Attentiveness
INDICATOR	3.29.	CHILDREN SUSTAIN ATTENTION TO TASKS AND PERSIST WHEN FACING CHALLENGES - Some Indicators for Children:
INDICATOR	3.29.1.	Maintains interest in a project or activity until finished <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
INDICATOR	3.29.2.	Sets goals and follows through on plans, with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
INDICATOR	3.29.3.	Sustains attention while peers and adults are the focus of attention (e.g., pays attention during storytelling or "show and tell") <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

INDICATOR	3.29.4.	Works on a task over a period of time, leaving and returning to it (e.g., block structure) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.8 Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions
INDICATOR	3.29.5.	Shifts attention back to activity at hand after being distracted <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
INDICATOR	3.29.6.	Focuses on projects despite distractions <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
INDICATOR	3.29.7.	Accepts reasonable challenges and continues through frustration <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
INDICATOR	3.29.8.	Cooperates with a peer or adult on a task <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Approaches to Learning
GOAL		Learning Approaches: Creativity and Inventiveness
INDICATOR	3.30.	CHILDREN APPROACH DAILY ACTIVITIES WITH CREATIVITY AND INVENTIVENESS - Some Indicators for Children:

INDICATOR	3.30.1.	<p>Uses dramatic or symbolic play to pretend</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.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>
INDICATOR	3.30.2.	<p>Combines activities, materials, and equipment in new ways (e.g., builds tent by using sheet or blanket around table)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks</p>
INDICATOR	3.30.3.	<p>Completes projects differently from other children (e.g., uses a unique approach in block structures and paintings)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks</p>
INDICATOR	3.30.4.	<p>Makes changes to a familiar story by adding actions or characters</p> <p>11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks</p>
INDICATOR	3.30.5.	<p>Represents reality in a variety of ways (e.g., pretend play, drawing)</p> <p>11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks</p>
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Approaches to Learning
GOAL		Learning Approaches: Reflection and Interpretation
INDICATOR	3.31.	CHILDREN LEARN FROM THEIR EXPERIENCES - Some Indicators for Children:

INDICATOR	3.31.1.	<p>Uses a variety of methods to express thoughts and ideas (e.g., discussion, art activities)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <p>Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
INDICATOR	3.31.2.	<p>Demonstrates long-term memory of meaningful events and interesting ideas</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls <p>Objective 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view</p>
INDICATOR	3.31.3.	<p>Describes or acts out a memory of a situation or action</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls <p>Objective 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view</p>
INDICATOR	3.31.4.	<p>Seeks information for further understanding</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
INDICATOR	3.31.5.	<p>Uses multiple sources of information to complete projects and acquire new information, with assistance</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
INDICATOR	3.31.6.	<p>Plans activities and sets goals based on past experience</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences b. Makes connections <p>Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation</p>

INDICATOR	3.31.7.	Demonstrates beginning understanding of what others are thinking, their intentions, or motivations <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.8 Recognizes that others' feelings about a situation might be different from his own
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Reasoning: Causation
INDICATOR	4.32.	CHILDREN DEMONSTRATE AWARENESS OF CAUSE AND EFFECT - Some Indicators for Children:
INDICATOR	4.32.1.	Structures experiments to see how changes in one factor influence changes in others (e.g., see how boot size relates to depth of puddle wading), with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
INDICATOR	4.32.2.	Attempts to explain how things might change, given changes in circumstances (e.g., "When it's cloudy, it might rain.") <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
INDICATOR	4.32.3.	Explains reasons why simple events occurred (e.g., "Carlos isn't here today because he got sick yesterday.") <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Reasoning: Critical and Analytic Thinking

INDICATOR	4.33.	CHILDREN COMPARE, CONTRAST, EXAMINE, AND EVALUATE EXPERIENCES, TASKS, AND EVENTS - Some Indicators for Children:
INDICATOR	4.33.1.	Identifies characteristics for comparison (e.g., size, color) <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
INDICATOR	4.33.2.	Compares the main characters or events of stories <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
INDICATOR	4.33.3.	Describes experiences using comparative language (e.g., "Today's walk was longer than yesterday's.") <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
INDICATOR	4.33.4.	Considers peers' observations and perspectives when making decisions <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.6 Changes plans if a better idea is thought of or proposed
INDICATOR	4.33.5.	Explains how he/she made simple decisions <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Reasoning: Critical and Analytic Thinking

INDICATOR	4.34.	CHILDREN USE PAST KNOWLEDGE TO BUILD NEW KNOWLEDGE - Some Indicators for Children:
INDICATOR	4.34.1.	Restates understanding of a situation or problem in own words <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results
INDICATOR	4.34.2.	Explains that a person stays the same, even though appearance is changed through masks, costumes, or makeup No Correlations
INDICATOR	4.34.3.	Understands that words are made up of letters <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
INDICATOR	4.34.4.	Recognizes the difference between squares and rectangles and circles and ovals <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Reasoning: Problem Solving
INDICATOR	4.35.	CHILDREN FIND MULTIPLE SOLUTIONS TO QUESTIONS, TASKS, PROBLEMS, AND CHALLENGES - Some Indicators for Children:
INDICATOR	4.35.1.	Works in a group to find a solution, building on the group's problem solving strategies <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results

INDICATOR	4.35.2.	Demonstrates understanding of when something might be a problem or a challenge (e.g., "This puzzle's going to be hard to do.") <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Reasoning: Representational Thought
INDICATOR	4.36.	CHILDREN USE SYMBOLS TO REPRESENT OBJECTS - Some Indicators for Children:
INDICATOR	4.36.1.	Uses physical objects to demonstrate vocabulary (e.g., creates two piles of blocks - one with "more" blocks, one with "less") <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.8 Represents objects, places, and ideas with increasingly abstract symbols
INDICATOR	4.36.2.	Represents simple objects through drawings, movement, mime, three-dimensional constructions <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Reasoning: Representational Thought
INDICATOR	4.37.	CHILDREN CAN DISTINGUISH BETWEEN FANTASY AND REALITY - Some Indicators for Children:
INDICATOR	4.37.1.	Explains if a story is real or make-believe, when prompted <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks

INDICATOR	4.37.2.	Understands and expresses when fantasy is influencing actions (e.g., "I was just pretending to do that.") <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
INDICATOR	4.37.3.	Recognizes that some characters, places, and objects in books, movies, television shows, and some family and traditional oral stories are not real <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Mathematics and Numeracy: Number Sense and Operations
INDICATOR	4.38.	CHILDREN DEMONSTRATE KNOWLEDGE OF NUMBERS AND COUNTING - Some Indicators for Children:
INDICATOR	4.38.1.	Counts to at least 20 from memory <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
INDICATOR	4.38.2.	Understands that when counting items they must be counted only once and none should be left out <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
INDICATOR	4.38.3.	Uses math manipulatives, games, toys, and coins in daily activities <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting

INDICATOR	4.38.4.	<p>Uses basic numbers and counting operations (e.g., "I gave Chua one of my blocks. Now she has two blocks.")</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
INDICATOR	4.38.5.	<p>Tells what number comes before or after a given number to 20, with assistance</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>
INDICATOR	4.38.6.	<p>Explains the difference between addition and subtraction, with assistance</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.5 Emerging to 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Mathematics and Numeracy: Measurement
INDICATOR	4.39.	CHILDREN DEMONSTRATE SOME KNOWLEDGE OF SIZE, VOLUME, HEIGHT, WEIGHT AND LENGTH - Some Indicators for Children:
INDICATOR	4.39.1.	<p>Measures sand or water using a variety of containers</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
INDICATOR	4.39.2.	<p>Measures ingredients for a cooking project, with guidance</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.7 Emerging to 22a.8 Uses measurement words and some standard measurement tools accurately</p>

INDICATOR	4.39.3.	<p>Uses some conventional vocabulary of measurement (e.g., inch, cup, pound), though may not have exact understanding of meaning</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
INDICATOR	4.39.4.	<p>Estimates measurements using size, volume, height, weight, and length (e.g., how many steps it will take to walk across the room)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
INDICATOR	4.39.5.	<p>Demonstrates comparative behavior by matching objects correctly (e.g., bolts to nuts, jars to lids, greeting cards to envelopes)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Mathematics and Numeracy: Properties of Ordering
INDICATOR	4.40.	CHILDREN SORT, CLASSIFY, AND ORGANIZE OBJECTS - Some Indicators for Children:
INDICATOR	4.40.1.	<p>Sorts objects into categories, classifying and comparing according to a characteristic (e.g., size, color)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
INDICATOR	4.40.2.	<p>Recognizes, describes, duplicates, and extends a two-part pattern (e.g., A/B, circle/square)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 23 Demonstrates knowledge of patterns <p>Objective 23.6 Extends and creates simple repeating patterns</p>

INDICATOR	4.40.3.	Describes how and why objects are arranged or sorted the way they are <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Science: Scientific Thinking
INDICATOR	4.41.	CHILDREN COLLECT INFORMATION THROUGH OBSERVATION AND MANIPULATION - Some Indicators for Children:
INDICATOR	4.41.1.	Seeks information through observation, systematic exploration, and conversations <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
INDICATOR	4.41.2.	Uses simple tools and equipment to extend the senses and gather data <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
INDICATOR	4.41.3.	Identifies, describes, and compares properties of objects <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
INDICATOR	4.41.4.	Recognizes charts and graphs as a way to collect, organize, record, and describe information <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.3 Emerging to 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Science: Scientific Thinking
INDICATOR	4.42.	CHILDREN ENGAGE IN EXPLORING THE NATURAL WORLD BY MANIPULATING OBJECTS, ASKING QUESTIONS, MAKING PREDICTIONS, AND DEVELOPING GENERALIZATIONS - Some Indicators for Children:

INDICATOR	4.42.1.	Collects information about objects and events in the natural world <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
INDICATOR	4.42.2.	Communicates information learned from exploration of the natural world (e.g., "We picked lots of berries." "The snow was cold and wet.") <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
INDICATOR	4.42.3.	Makes reasonable explanations, without assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
INDICATOR	4.42.4.	Describes and discusses predictions, explanations, and generalizations based on past experiences <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Science: Scientific Knowledge
INDICATOR	4.43.	CHILDREN OBSERVE AND DESCRIBE CHARACTERISTICS OF LIVING THINGS - Some Indicators for Children:
INDICATOR	4.43.1.	Observes and describes characteristics, basic needs, and simple life cycles of living things <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATOR	4.43.2.	Describes simple relationships between animals, plants, and the environment (e.g., "Fish live in water." "Some animals eat plants.") <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATOR	4.43.3.	Takes care of familiar plants and animals (e.g., waters houseplants, feeds pet fish) <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry

GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Science: Scientific Knowledge
INDICATOR	4.44.	CHILDREN OBSERVE AND DESCRIBE CHARACTERISTICS OF THE EARTH - Some Indicators for Children:
INDICATOR	4.44.1.	Identifies and distinguishes between landscapes (e.g., mountains/hills; rivers/lakes) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
INDICATOR	4.44.2.	Identifies changes that occur in nature over time <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
INDICATOR	4.44.3.	Describes, draws, or writes about environmental changes (e.g., erosion, tides, earthquakes) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
INDICATOR	4.44.4.	Shows an emerging ability to "read" the weather (e.g., if cloudy, predicts that it might rain) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Social Studies: History
INDICATOR	4.45.	CHILDREN DIFFERENTIATE BETWEEN EVENTS THAT HAPPEN IN THE PAST, PRESENT, AND FUTURE - Some Indicators for Children:
INDICATOR	4.45.1.	Retells a more complex story or event in somewhat sequential order <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details

INDICATOR	4.45.2.	Begins to use the vocabulary for days of the week and names of the months <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
INDICATOR	4.45.3.	Describes events or objects from his/her personal or family history <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	4.45.4.	Begins to understand that people in the past lived differently than people do today <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
INDICATOR	4.45.5.	Uses the future tense to discuss plans <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
INDICATOR	4.45.6.	Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	4.45.7.	Recognizes pictures of parents or grandparents when they were young. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Social Studies: Geography
INDICATOR	4.46.	CHILDREN DEMONSTRATE AWARENESS OF LOCATION AND SPATIAL RELATIONSHIPS - Some Indicators for Children:
INDICATOR	4.46.1.	Talks about location using appropriate vocabulary (e.g., near/far, over/under, next to) <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance

INDICATOR	4.46.2.	Describes some concepts of distance or space (e.g., knows it is far to Grandpa's house) <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
INDICATOR	4.46.3.	Recognizes that real places can be represented with symbols <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Social Studies: Geography
INDICATOR	4.47.	CHILDREN DEMONSTRATE KNOWLEDGE OF THE RELATIONSHIP BETWEEN PEOPLE, PLACES, AND REGIONS - Some Indicators for Children:
INDICATOR	4.47.1.	Describes some physical characteristics (e.g., bodies of water, mountains, weather) and some of the social characteristics of the corresponding communities (e.g., types of shelter, clothing, food, jobs) <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
INDICATOR	4.47.2.	Helps to navigate on journeys (e.g., "After you pass the big red barn, then my house is next." or "I live by the bus stop.") <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
INDICATOR	4.47.3.	Understands that there are different places that people live <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Social Studies: Economics
INDICATOR	4.48.	CHILDREN DEMONSTRATE AWARENESS OF ECONOMIC CONCEPTS - Some Indicators for Children:

INDICATOR	4.48.1.	Realizes that making one choice means that you may not be able to do something else <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	4.48.2.	Recognizes that people rely on others for goods and services <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	4.48.3.	Understands the concept of saving resources for use in the future <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	4.48.4.	Accurately names some coins and money bills (e.g., penny, nickel, dollar bill) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	4.48.5.	Recognizes that some things are owned by people and other things are collective goods <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	4.48.6.	Demonstrates understanding that coins of different sizes and colors have different names <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Social Studies: Ecology
INDICATOR	4.49.	CHILDREN DEMONSTRATE AWARENESS OF THE RELATIONSHIP BETWEEN HUMANS AND THE ENVIRONMENT - Some Indicators for Children:
INDICATOR	4.49.1.	Recognizes, with adult support and guidance, how people can take care of the earth's limited resources or damage the earth <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
INDICATOR	4.49.2.	Exhibits simple concepts of conservation (e.g., uses paper judiciously, does not waste water) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment

INDICATOR	4.49.3.	Shows interest in understanding how animals gather and store food, sleep, and live <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Social Studies: Technology
INDICATOR	4.50.	CHILDREN USE TECHNOLOGY APPROPRIATELY - Some Indicators for Children:
INDICATOR	4.50.1.	Identifies ways in which technology helps people accomplish specific tasks (e.g., "The wheelchair helps Alfonso get from one place to another." "E-mail lets you communicate with your friend Qavvik who lives far away.") <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
INDICATOR	4.50.2.	Identifies alternate ways of doing things with and without technology (e.g., can use hands or dishwasher to clean dishes, can travel by foot or by car) <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
INDICATOR	4.50.3.	Considers, with adult guidance, what it must have been like to live without technology in an earlier time <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
INDICATOR	4.50.4.	Uses computer for simple "point and click" operations on child-appropriate Web sites or software <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Family, Community, and Culture: Family
INDICATOR	4.51.	CHILDREN DEMONSTRATE AWARENESS OF FAMILY CHARACTERISTICS AND FUNCTIONS - Some Indicators for Children:

INDICATOR	4.51.1.	Recognizes extended family members (e.g., cousins, aunts, uncles) <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	4.51.2.	Talks about how other children have different family compositions other than own <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Family, Community and Culture: Community
INDICATOR	4.52.	CHILDREN DEMONSTRATE AWARENESS OF THEIR COMMUNITY, HUMAN INTERDEPENDENCE, AND SOCIAL ROLES - Some Indicators for Children:
INDICATOR	4.52.1.	Recognizes others' capabilities in specific areas (e.g., "That woman is good at fixing cars.") <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	4.52.2.	Identifies some types of jobs and some of the tools used to perform those jobs <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	4.52.3.	Demonstrates an understanding of social behavior and personal responsibility as a member of a group (e.g., "If you put away the toys, then I'll clean up the art table.") <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Family, Community and Culture: Community
INDICATOR	4.53.	CHILDREN DEMONSTRATE CIVIC RESPONSIBILITY - Some Indicators for Children:

INDICATOR	4.53.1.	Exhibits positive citizenship behaviors by sharing, taking turns, following rules, and taking responsibility for classroom jobs <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
INDICATOR	4.53.2.	Participates in democratic group processes as a way of making choices (e.g., voting or discussion) <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
INDICATOR	4.53.3.	Demonstrates awareness of the reasons for rules and laws <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	4.53.4.	Exhibits personal responsibility, choice, and leadership in the context of self-help skills and duties/roles that benefit the family or class <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
INDICATOR	4.53.5.	Participates in community events that promote interdependence, with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Family, Community and Culture: Culture
INDICATOR	4.54.	CHILDREN DEMONSTRATE AWARENESS AND APPRECIATION OF THEIR OWN AND OTHERS' CULTURES - Some Indicators for Children:

INDICATOR	4.54.1.	Talks about, compares, and explores similarities and differences in daily practices across cultures <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	4.54.2.	Expresses understanding about other children's cultures through conversations, dramatic play, interactions, and items from home <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	4.54.3.	Recognizes and celebrates similarities and differences between people of different cultures <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	4.54.4.	Recognizes stereotypes and culturally or linguistically unfair or biased behavior <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Creative Arts: Expression and Representation
INDICATOR	4.55.	CHILDREN USE CREATIVE ARTS TO EXPRESS AND REPRESENT WHAT THEY KNOW, THINK, BELIEVE, OR FEEL - Some Indicators for Children:
INDICATOR	4.55.1.	Uses music to express thoughts, feelings, and energy <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
INDICATOR	4.55.2.	Expresses his/her feelings and ideas through creative art, drama, and movement <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts • Objective 36 Explores drama through actions and language

INDICATOR	4.55.3.	Uses simple instruments such as rhythm sticks, tambourines, or drums to create rhythm, beat, and patterns <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
INDICATOR	4.55.4.	Shows interest in more complicated instruments (e.g., piano, guitar, marimba, drums) <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
INDICATOR	4.55.5.	Enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
INDICATOR	4.55.6.	Develops ability to plan, work both alone and with others, and demonstrate care and persistence in a variety of art projects <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts • Objective 36 Explores drama through actions and language
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Cognition and General Knowledge
GOAL		Creative Arts: Understanding and Appreciation
INDICATOR	4.56.	CHILDREN DEMONSTRATE UNDERSTANDING AND APPRECIATION OF CREATIVE ARTS - Some Indicators for Children:
INDICATOR	4.56.1.	Describes art work and considers potential intentions of the artist <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
INDICATOR	4.56.2.	Appreciates the artistic creations of others, the skill of a dancer, or someone's ability to play a musical instrument, sing, or act <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts • Objective 36 Explores drama through actions and language

INDICATOR	4.56.3.	Exhibits excitement when a picture or sculpture reminds him/her of people, objects, or events in own life <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
INDICATOR	4.56.4.	Comments on the artwork of other children, asking simple questions about methods used and noticing details <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Communication: Listening
INDICATOR	5.57.	CHILDREN DEMONSTRATE THE MEANING OF LANGUAGE BY LISTENING - Some Indicators for Children:
INDICATOR	5.57.1.	Attends to book reading/storytelling for at least five minutes <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
INDICATOR	5.57.2.	Listens to others and responds in group conversations and discussions <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
INDICATOR	5.57.3.	Notices different tones and cadences (e.g., recognizes the difference between humorous and serious voice inflection) <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

INDICATOR	5.57.4.	Enjoys listening to stories from different sources (e.g., in person, on the radio) <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Communication: Oral and Written Communication
INDICATOR	5.58.	CHILDREN COMMUNICATE EFFECTIVELY - Some Indicators for Children:
INDICATOR	5.58.1.	Initiates conversation by making statements or asking questions <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.6 Engages in conversations of at least three exchanges
INDICATOR	5.58.2.	Expresses an idea in more than one way <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four- to six-word sentences
INDICATOR	5.58.3.	Adjusts communication style to listener (e.g., when talking to a younger child uses simple words) <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders
INDICATOR	5.58.4.	Uses character voices when retelling a story or event <u>No Correlations</u>

INDICATOR	5.58.5.	Understands the concept of writing to communicate information or messages (e.g., attempts to write a short phrase or greeting) <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message
INDICATOR	5.58.6.	Draws pictures with objects and people to communicate an idea or event, with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message
INDICATOR	5.58.7.	Makes a simple story book using pictures, personal experience or culture and some words, with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Communication: Conventions of Social Communication
INDICATOR	5.59.	CHILDREN COMPREHEND AND USE THE CONVENTIONS OF SOCIAL COMMUNICATION - Some Indicators for Children:
INDICATOR	5.59.1.	Uses language appropriately with different audiences (e.g., uses different words with peers and adults), most of the time <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders
INDICATOR	5.59.2.	Uses language appropriately depending upon the purpose (e.g., to tell stories, get information, ask for help), most of the time <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders

INDICATOR	5.59.3.	Adjusts intonation and volume in a variety of settings (e.g., whispers when a baby is sleeping) <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders
INDICATOR	5.59.4.	Engages appropriately in communication with peers during play (e.g., talking, listening, gesturing) <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Language: Vocabulary
INDICATOR	5.60.	CHILDREN USE RECEPTIVE COMMUNICATION SKILLS - Some Indicators for Children:
INDICATOR	5.60.1.	Demonstrates understanding of an increasing number of technical and specialized words (e.g., pediatrician is a child's doctor, elder is an honored person in the child's family or community) <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
INDICATOR	5.60.2.	Understands words that mean the same thing (synonyms) and some words that mean the opposite thing (antonyms) <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs

PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Language: Vocabulary
INDICATOR	5.61.	CHILDREN USE EXPRESSIVE COMMUNICATION SKILLS - Some Indicators for Children:
INDICATOR	5.61.1.	Expresses most feelings and emotions <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
INDICATOR	5.61.2.	Names some non-present objects using appropriate words <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
INDICATOR	5.61.3.	Correctly uses words to indicate understanding <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
INDICATOR	5.61.4.	Defines words, with assistance (e.g., "Firefighters put out fires.") <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy

GOAL		Language: Grammar and Syntax
INDICATOR	5.62.	CHILDREN DEMONSTRATE PROGRESSION IN GRAMMAR AND SYNTAX - Some Indicators for Children:
INDICATOR	5.62.1.	Demonstrates beginning skills in using sentences in a logical sequence <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.7 Emerging to 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
INDICATOR	5.62.2.	Uses sentences in home language that show an emergence of grammatical correctness with subject/verb agreement <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.7 Emerging to 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
INDICATOR	5.62.3.	Begins to use verb-tense appropriately with regular verbs, usually <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.7 Emerging to 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
INDICATOR	5.62.4.	Begins to notice when simple sentences do not make sense, with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.7 Emerging to 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Language: Comprehension
INDICATOR	5.63.	CHILDREN DEMONSTRATE COMPREHENSION AND MEANING IN LANGUAGE - Some Indicators for Children:

INDICATOR	5.63.1.	Follows two- and three-part directions unfamiliar to the daily routine <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.8 Follows detailed, instructional, multistep directions
INDICATOR	5.63.2.	Uses and understands complex sentences in home language <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.7 Emerging to 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
INDICATOR	5.63.3.	Plays with language (e.g., jokes, riddles, words that sound fun together) <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.7 Emerging to 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
INDICATOR	5.63.4.	Begins to represent a storyline through drawing, acting, or singing, with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
INDICATOR	5.63.5.	Retells simple stories in sequence in home language <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Language: Expressive/Oral language
INDICATOR	5.64.	CHILDREN USE LANGUAGE FOR A VARIETY OF PURPOSES - Some Indicators for Children:

INDICATOR	5.64.1.	<p>Describes the details of a recent event or occurrence</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place <p>Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details</p>
INDICATOR	5.64.2.	<p>Tells stories with descriptions of characters and events</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place <p>Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details</p>
INDICATOR	5.64.3.	<p>Uses oral language to express emotions and thoughts</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.6 Describes and tells the use of many familiar items</p>
INDICATOR	5.64.4.	<p>Enjoys listening to stories from diverse cultures</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
INDICATOR	5.64.5.	<p>Enjoys making up stories</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place <p>Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details</p>
INDICATOR	5.64.6.	<p>Tells jokes to elicit others' laughter</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place <p>Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details</p>

INDICATOR	5.64.7.	Creates made-up words No Correlations
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Literacy: Reading
INDICATOR	5.65.	CHILDREN DEMONSTRATE PHONOLOGICAL AWARENESS - Some Indicators for Children:
INDICATOR	5.65.1.	Matches picture with articulated initial letter sound (e.g., matches the picture of a dog with the sound /d/) <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.4 Shows awareness that some words begin the same way
INDICATOR	5.65.2.	Begins to recognize vowel sounds, with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.4 Produces the correct sounds for 10–20 letters
INDICATOR	5.65.3.	Begins to blend individual letter sounds to make a new word, with assistance (e.g., "/b//a//l... what's the word? Ball") <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words
INDICATOR	5.65.4.	Recognizes which segment of a word is left off when spoken aloud, with assistance, (e.g., "picture," and can recognize the /p/is left off when ""icture" is said) <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words

INDICATOR	5.65.5.	Creates a familiar word when given a word and a new beginning sound (e.g., "man" and new beginning sound /f/creates "fan") <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words
INDICATOR	5.65.6.	Divides words into syllables with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.4 Shows awareness of separate syllables in words
INDICATOR	5.65.7.	Begins to create and invent words by substituting one sound for another (e.g., "Bandaid/dambaid") <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Literacy: Reading
INDICATOR	5.66.	CHILDREN DEMONSTRATE AWARENESS OF LETTERS AND SYMBOLS - Some Indicators for Children:
INDICATOR	5.66.1.	Demonstrates understanding that letters have a name and a sound <u>GOLD® GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.4 Produces the correct sounds for 10–20 letters
INDICATOR	5.66.2.	Makes many letter/sound matches <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.4 Produces the correct sounds for 10–20 letters

INDICATOR	5.66.3.	Identifies a letter for a given letter name, for most letters <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.4 Produces the correct sounds for 10–20 letters
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Literacy: Reading
INDICATOR	5.67.	CHILDREN DEMONSTRATE AWARENESS OF PRINT CONCEPTS - Some Indicators for Children:
INDICATOR	5.67.1.	Demonstrates how to follow text in proper order on a written page while reading or following along (e.g., for English, left to right and top to bottom) <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.4 Indicates where to start reading and the direction to follow
INDICATOR	5.67.2.	Recognizes difference between letters and numerals <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
INDICATOR	5.67.3.	Identifies letters in first name <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name
INDICATOR	5.67.4.	Points to title of book when asked <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors

INDICATOR	5.67.5.	<p>Reads familiar sight words (e.g., names on cereal boxes)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</p>
INDICATOR	5.67.6.	<p>Reads own first name and those of some peers</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</p>
INDICATOR	5.67.7.	<p>Reads some environmental print (e.g., bus)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</p>
INDICATOR	5.67.8.	<p>Recognizes when something is written in his/her home language, sometimes</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</p>
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Literacy: Reading
INDICATOR	5.68.	CHILDREN DEMONSTRATE COMPREHENSION OF PRINTED MATERIAL AND ORAL STORIES - Some Indicators for Children:

INDICATOR	5.68.1.	Knows that print conveys meaning <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
INDICATOR	5.68.2.	Compares stories with real life <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
INDICATOR	5.68.3.	Uses pictures to infer or predict meaning in text read aloud and/or shared with others <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
INDICATOR	5.68.4.	Uses strategies such as questioning or predicting to comprehend printed material <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
INDICATOR	5.68.5.	Recalls a story with some level of detail pertaining to characters and setting <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Literacy: Reading
INDICATOR	5.69.	CHILDREN DEMONSTRATE AWARENESS THAT WRITTEN MATERIALS CAN BE USED FOR A VARIETY OF PURPOSES - Some Indicators for Children:

INDICATOR	5.69.1.	Uses picture clues for information (e.g., attempts to predict weather by looking at picture of clouds and rain in newspaper or on television news) <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
INDICATOR	5.69.2.	Recognizes function of common labels in the environment (e.g., restroom sign) <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
INDICATOR	5.69.3.	Uses a simple cookbook, map, or similar printed material, with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.7 Emerging to 17a.8 Uses various types of books for their intended purposes
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Literacy: Reading
INDICATOR	5.70.	CHILDREN DEMONSTRATE APPRECIATION AND ENJOYMENT OF READING - Some Indicators for Children:
INDICATOR	5.70.1.	Enjoys "how-to" books, non-fiction, and reference books <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.7 Emerging to 17a.8 Uses various types of books for their intended purposes
INDICATOR	5.70.2.	Shares and talks about books with peers <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult

INDICATOR	5.70.3.	Looks for books of interest <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
INDICATOR	5.70.4.	Shows interest in learning to read and makes attempts at "reading" favorite books aloud <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.6 Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation
INDICATOR	5.70.5.	Sits through entire picture book read aloud without disrupting <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
INDICATOR	5.70.6.	Has a favorite author/illustrator or series of books by same author <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors
INDICATOR	5.70.7.	'Reads' books by repeating the story he/she has heard an adult tell or by "reading" the pictures <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.6 Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Literacy: Writing
INDICATOR	5.71.	CHILDREN DEMONSTRATE KNOWLEDGE OF LETTERS AND SYMBOLS (ALPHABET KNOWLEDGE) - Some Indicators for Children:

INDICATOR	5.71.1.	<p>Recognizes several upper case and lower case letters</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
INDICATOR	5.71.2.	<p>Prints some alphabet letters for given letter names</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.1 Emerging to 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships</p>
INDICATOR	5.71.3.	<p>Writes some upper case and lower case letters, without assistance</p> <p>19 Demonstrates writing skills c. Writes using conventions Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships</p>
INDICATOR	5.71.4.	<p>Writes first names of others or some simple words</p> <p>19 Demonstrates writing skills c. Writes using conventions Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships</p>
INDICATOR	5.71.5.	<p>Writes some simple words on paper after adult segments words into individual sounds out loud (e.g., /c//l//a//p/= clap)</p> <p>19 Demonstrates writing skills c. Writes using conventions Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships</p>
INDICATOR	5.71.6.	<p>Recognizes initial letters in their names and titles of books</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.6 Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order</p>

PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Literacy: Writing
INDICATOR	5.72.	CHILDREN USE WRITING SKILLS AND DEMONSTRATE KNOWLEDGE OF WRITING CONVENTIONS - Some Indicators for Children:
INDICATOR	5.72.1.	Uses multiple writing tools (e.g., paint, crayons, pencils, pens) to create a picture <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
INDICATOR	5.72.2.	Adjusts grasp to size of writing tool <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
INDICATOR	5.72.3.	Shows beginning knowledge of punctuation marks (e.g., period at the end of a sentence) <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
INDICATOR	5.72.4.	May use an initial letter to represent an entire word <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.1 Emerging to 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		Literacy: Writing
INDICATOR	5.73.	CHILDREN USE WRITING FOR A VARIETY OF PURPOSES - Some Indicators for Children:

INDICATOR	5.73.1.	Imitates common writing activities in play (e.g., letters, cards, newspaper) <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message
INDICATOR	5.73.2.	Writes simple expressions in greeting cards and letters (e.g., Hi, Hola, Waqaa) <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message
INDICATOR	5.73.3.	Demonstrates beginning of creative writing by using inventive spelling and/or pictures to express an idea or story <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message
PERFORMANCE / CONTENT STANDARD	AK.2.	Alaska Early Learning Guidelines for 60 Months to Kindergarten Entry
GRADE LEVEL EXPECTATION / STRAND		Communication, Language and Literacy
GOAL		English Language Learners: Dual Language Acquisition
INDICATOR	5.74.	CHILDREN DEMONSTRATE COMPETENCY IN HOME LANGUAGE WHILE ACQUIRING BEGINNING PROFICIENCY IN ENGLISH - Some Indicators for Children:
INDICATOR	5.74.1.	Follows multi-step directions in home language and single-step directions in English <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.8 Follows detailed, instructional, multistep directions • Objective 37 Demonstrates progress in listening to and understanding English Objective 37.6 Responds to words and phrases in English when they are not accompanied by gestures or other visual aids
INDICATOR	5.74.2.	Demonstrates understanding of words used in home language that are different from English • Objective 37 Demonstrates progress in listening to and understanding English Objective 37.6 Responds to words and phrases in English when they are not accompanied by gestures or other visual aids

INDICATOR	5.74.3.	Makes consistent grammatical errors in English (e.g., mans for men) <u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.8 Uses increasingly complex grammar in English; makes some mistakes typical of young children
INDICATOR	5.74.4.	Re-tells a simple story told in home language but may only be able to re-tell a few words from a story told in English <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
INDICATOR	5.74.5.	Begins to understand that non-family adults and peers may not understand home language • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
INDICATOR	5.74.6.	Chooses language (home or English) and/or non-verbal gestures to communicate according to audience, purpose, and setting • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea

Alaska's Early Learning Guidelines

Ages birth to 18 months, adopted 2005

PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	PHD.1.	Physical Well-Being, Health, and Motor Development
GOAL		Motor Development: Gross Motor Skills

INDICATOR	PHD.1.1.	CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF LARGE MOTOR MUSCLES - Some Indicators for Children:
INDICATOR	PHD.1.1.1.	Lifts head and chest while on tummy <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
INDICATOR	PHD.1.1.2.	Gains control of arm and leg movements <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
INDICATOR	PHD.1.1.3.	Rolls over <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
INDICATOR	PHD.1.1.4.	Pounds on things with hands and kicks legs <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects
INDICATOR	PHD.1.1.5.	Reaches for feet and brings them to mouth <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects
INDICATOR	PHD.1.1.6.	Sits with support and later, sits without support <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
INDICATOR	PHD.1.1.7.	Rocks back and forth on hands and knees and later, crawls <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
INDICATOR	PHD.1.1.8.	Pulls self-up to stand, holding on to something or someone <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment

INDICATOR	PHD.1.1.9.	Walks holding on to furniture, then later as the primary means of moving around <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
INDICATOR	PHD.1.1.10.	Stoops over to explore things on the ground <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.3 Emerging to 5.4 Experiments with different ways of balancing
INDICATOR	PHD.1.1.11.	Tries to climb stairs, with assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	PHD.1.	Physical Well-Being, Health, and Motor Development
GOAL		Motor Development: Fine Motor Skills
INDICATOR	PHD.1.2.	CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF SMALL MOTOR MUSCLES - Some Indicators for Children:
INDICATOR	PHD.1.2.1.	Grasps caregivers' fingers <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
INDICATOR	PHD.1.2.2.	Consistently reaches for toys, objects, and bottles with both hands <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
INDICATOR	PHD.1.2.3.	Mimics hand clapping or a good-bye wave <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully

INDICATOR	PHD.1.2.4.	Transfers small objects from hand to hand <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
INDICATOR	PHD.1.2.5.	Empties objects from containers <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
INDICATOR	PHD.1.2.6.	Picks up object with thumb and forefinger <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
INDICATOR	PHD.1.2.7.	Turns pages of large books, often turning multiple pages at the same time <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
INDICATOR	PHD.1.2.8.	Makes marks on paper with large writing/drawing implements (e.g., thick pencil, crayon, marker) <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	PHD.1.	Physical Well-Being, Health, and Motor Development
GOAL		Motor Development: Sensorimotor Skills
INDICATOR	PHD.1.3.	CHILDREN USE THEIR SENSES: SIGHT, HEARING, SMELL, TASTE, AND TOUCH, TO GUIDE AND INTEGRATE THEIR INTERACTIONS - Some Indicators for Children:

INDICATOR	PHD.1.3.1.	<p>Responds by turning toward sound, movement, and touch.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds</p>
INDICATOR	PHD.1.3.2.	<p>Focuses eyes on near and far objects.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds</p>
INDICATOR	PHD.1.3.3.	<p>Enjoys swinging and rocking.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment</p>
INDICATOR	PHD.1.3.4.	<p>Calms with caregiver assistance.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self</p>
INDICATOR	PHD.1.3.5.	<p>Explores the environment with mouth and hands.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment</p>
INDICATOR	PHD.1.3.6.	<p>Moves objects from one hand to the other.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully</p>
INDICATOR	PHD.1.3.7.	<p>Coordinates eye and hand movements (e.g., puts objects into large container).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully</p>

INDICATOR	PHD.1.3.8.	Explores and responds to different surface textures (e.g., hard top tables, soft cushions). <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	PHD.1.	Physical Well-Being, Health, and Motor Development
GOAL		Physical development: Physical Fitness
INDICATOR	PHD.1.4.	CHILDREN DEMONSTRATE THE STAMINA AND ENERGY TO PARTICIPATE IN DAILY ACTIVITIES - Some Indicators for Children:
INDICATOR	PHD.1.4.1.	Shows alertness during waking periods. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
INDICATOR	PHD.1.4.2.	Lifts head, makes facial expressions. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
INDICATOR	PHD.1.4.3.	Sustains physical activity for at least three to five minutes at a time (recognizing the unique capabilities of the child). <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
INDICATOR	PHD.1.4.4.	Initiates active play, exploring and interacting with environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
INDICATOR	PHD.1.4.5.	Sustains strength for increased periods of time as child ages. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months

GRADE LEVEL EXPECTATION / STRAND	PHD.1.	Physical Well-Being, Health, and Motor Development
GOAL		Physical development: Physical Fitness
INDICATOR	PHD.1.5.	CHILDREN ENGAGE IN A VARIETY OF PHYSICAL ACTIVITIES - Some Indicators for Children:
INDICATOR	PHD.1.5.1.	Attempts new gross and fine motor activities, often with assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
INDICATOR	PHD.1.5.2.	Demonstrates willingness to try new games and toys. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	PHD.1.5.3.	Shows excitement when toys and objects are used in play. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	PHD.1.5.4.	Participates in simple movement games. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	PHD.1.	Physical Well-Being, Health, and Motor Development
GOAL		Health and Personal Care: Daily Living Skills
INDICATOR	PHD.1.6.	CHILDREN DEMONSTRATE PERSONAL HEALTH AND HYGIENE SKILLS ACTIVITIES - Some Indicators for Children:

INDICATOR	PHD.1.6.1.	Relaxes during bathing routines. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
INDICATOR	PHD.1.6.2.	Responds to vocalizations during diaper changing routines. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
INDICATOR	PHD.1.6.3.	Washes and dries hands, with assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
INDICATOR	PHD.1.6.4.	Begins to brush gums and teeth with assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
INDICATOR	PHD.1.6.5.	Indicates needs and wants such as hunger or a dirty diaper. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	PHD.1.	Physical Well-Being, Health, and Motor Development
GOAL		Health and Personal Care: Daily Living Skills
INDICATOR	PHD.1.7.	CHILDREN PRACTICE BASIC PERSONAL CARE ROUTINES ACTIVITIES - Some Indicators for Children:

INDICATOR	PHD.1.7.1.	Indicates anticipation of feeding on seeing breast, bottle, or food. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
INDICATOR	PHD.1.7.2.	Assists caregiver with holding bottle, later grasps a cup, and then eats with fingers. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
INDICATOR	PHD.1.7.3.	Demonstrates increasing ability to self-soothe and fall asleep. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
INDICATOR	PHD.1.7.4.	Removes loose clothing (e.g., socks, hats, mittens). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
INDICATOR	PHD.1.7.5.	Assists with undressing, dressing, and diapering. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	PHD.1.	Physical Well-Being, Health, and Motor Development
GOAL		Health and Personal Care: Daily Living Skills
INDICATOR	PHD.1.8.	CHILDREN EAT A VARIETY OF NUTRITIOUS FOODS- Some Indicators for Children:
INDICATOR	PHD.1.8.1.	Breast-feeds, if appropriate for family preferences and circumstances (breastfeeding is recommended by American Academy of Pediatrics for a minimum of one year, when possible). No Correlations

INDICATOR	PHD.1.8.2.	Regulates the speed and intensity with which he/she eats. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
INDICATOR	PHD.1.8.3.	Consumes a variety of nutritious foods from all food groups, after 6 months of age. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
INDICATOR	PHD.1.8.4.	Explores food with fingers, after 6 months. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	PHD.1.	Physical Well-Being, Health, and Motor Development
GOAL		Safety: Safe Practices
INDICATOR	PHD.1.9.	CHILDREN MAKE SAFE CHOICES, AVOIDING HARMFUL OBJECTS AND SITUATIONS- Some Indicators for Children:
INDICATOR	PHD.1.9.1.	Responds to cues from caregivers about warnings of danger. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.2 Responds to changes in an adult’s tone of voice and expression
INDICATOR	PHD.1.9.2.	Shows recognition of the difference between primary caregivers and strangers. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
INDICATOR	PHD.1.9.3.	Reacts when caregiver says “no” but may need assistance to stop unsafe behavior. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.2 Responds to changes in an adult’s tone of voice and expression

PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	PHD.1.	Physical Well-Being, Health, and Motor Development
GOAL		Safety: Rules and Regulations
INDICATOR	PHD.1.10.	CHILDREN DEMONSTRATE AWARENESS AND UNDERSTANDING OF SAFETY RULES- Some Indicators for Children:
INDICATOR	PHD.1.10.1.	<p>Reacts and responds to caregivers words or actions; can be distracted from unsafe behavior with words, physical prompts, or signal from adult but require constant supervision and guidance (e.g., stops unsafe activity when told “stop”).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.2 Responds to changes in an adult’s tone of voice and expression</p>
INDICATOR	PHD.1.10.2.	<p>Follows some consistently set rules and routines.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.5 Emerging to 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Social Development: Interactions with Adults
INDICATOR	SED.2.11.	CHILDREN TRUST AND INTERACT COMFORTABLY WITH FAMILIAR ADULTS - Some Indicators for Children:
INDICATOR	SED.2.11.1.	<p>Quiets when comforted.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.2 Demonstrates a secure attachment to one or more adults</p>
INDICATOR	SED.2.11.2.	<p>Shows preference for primary caregivers.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.2 Demonstrates a secure attachment to one or more adults</p>

INDICATOR	SED.2.11.3.	Establishes and maintains interactions with caregivers. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
INDICATOR	SED.2.11.4.	Imitates familiar adults' gestures and sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
INDICATOR	SED.2.11.5.	Shows affection for adults through facial expressions and gestures. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
INDICATOR	SED.2.11.6.	Uses body movements to initiate social interactions (e.g., pats adult's face). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
INDICATOR	SED.2.11.7.	Explores environment with guidance. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
INDICATOR	SED.2.11.8.	Distinguishes between familiar and unfamiliar adults (e.g., prefers comfort from familiar adult). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults

INDICATOR	SED.2.11.9.	Exhibits separation anxiety by crying when caregiver is not in sight or clinging to caregiver in the presence of strangers (separation anxiety increases over time and then diminishes). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Social Development: Interactions with Adults
INDICATOR	SED.2.12.	CHILDREN SEEK ASSISTANCE FROM ADULTS WHEN NEEDED ADULTS - Some Indicators for Children:
INDICATOR	SED.2.12.1.	Cries, makes sounds, or uses body movements to signal caregiver for assistance, attention, or need for comfort. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
INDICATOR	SED.2.12.2.	Looks for caregivers' response in uncertain situations. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.2 Responds to changes in an adult's tone of voice and expression
INDICATOR	SED.2.12.3.	Tests caregiver responses to his/her behavior (e.g., reaches for a forbidden object and looks at caregiver to check response). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.2 Responds to changes in an adult's tone of voice and expression
INDICATOR	SED.2.12.4.	Looks to adult for indication of appropriate and inappropriate behavior. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.2 Responds to changes in an adult's tone of voice and expression
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months

GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Social Development: Interactions with Adults
INDICATOR	SED.2.13.	CHILDREN DEVELOP FRIENDSHIPS WITH PEERS - Some Indicators for Children:
INDICATOR	SED.2.13.1.	Smiles at and engages caregivers. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
INDICATOR	SED.2.13.2.	Smiles spontaneously at other children. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
INDICATOR	SED.2.13.3.	Shows enjoyment in interactions with other children, as expressed in gestures, facial expressions, and vocalizations. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
INDICATOR	SED.2.13.4.	Shows interest in other children by watching them and tracking their behavior (e.g., follows older siblings around). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Social Development: Interactions with Adults
INDICATOR	SED.2.14.	CHILDREN COOPERATE WITH PEERS - Some Indicators for Children:
INDICATOR	SED.2.14.1.	Observes other children and imitates their sounds, actions, and motions. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions

INDICATOR	SED.2.14.2.	Shows enjoyment in interaction with other children, as expressed in gestures, facial expressions, and vocalizations. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
INDICATOR	SED.2.14.3.	Begins to take turns with primary caregiver during play, with assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Social Development: Interactions with Adults
INDICATOR	SED.2.15.	CHILDREN DEMONSTRATE POSITIVE NEGOTIATION SKILLS - Some Indicators for Children:
INDICATOR	SED.2.15.1.	Elicits attention of adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
INDICATOR	SED.2.15.2.	Communicates needs with vocalizations and gestures. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
INDICATOR	SED.2.15.3.	Reaches out to touch other children or grabs their toys. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

INDICATOR	SED.2.15.4.	Accepts adult intervention to negotiate disputes over toys. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.3 Emerging to 3b.4 Seeks adult help to resolve social problems
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Social Development: Adaptive Social Behavior
INDICATOR	SED.2.16.	CHILDREN DEMONSTRATE AWARENESS OF BEHAVIOR AND ITS EFFECTS- Some Indicators for Children:
INDICATOR	SED.2.16.1.	Repeats actions many times to cause a desired effect (e.g., smiles because it makes caregivers smile and laugh). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
INDICATOR	SED.2.16.2.	Recognizes that certain adult actions are associated with expected behavior (e.g., “When caregiver puts me in crib, I am supposed to go to sleep.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.2 Responds to changes in an adult’s tone of voice and expression
INDICATOR	SED.2.16.3.	Shows understanding that characters from books are associated with certain actions or behaviors (e.g., animal book and animal sounds). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.2 Responds to changes in an adult’s tone of voice and expression
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Social Development: Adaptive Social Behavior
INDICATOR	SED.2.17.	CHILDREN PARTICIPATE POSITIVELY IN GROUP ACTIVITIES - Some Indicators for Children:

INDICATOR	SED.2.17.1.	- Smiles at other children and adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
INDICATOR	SED.2.17.2.	Reaches out to touch other children or grabs their toys. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
INDICATOR	SED.2.17.3.	Expresses contentment or joy when with other children or when a familiar adult is present. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Social Development: Adaptive Social Behavior
INDICATOR	SED.2.18.	CHILDREN ADAPT TO DIVERSE SETTINGS - Some Indicators for Children:
INDICATOR	SED.2.18.1.	Actively observes surroundings. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
INDICATOR	SED.2.18.2.	Demonstrates recognition of a new setting by changing behavior (e.g., looks to parent for guidance). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world

INDICATOR	SED.2.18.3.	Explores new settings with guidance from caregiver. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Social Development: Adaptive Social Behavior
INDICATOR	SED.2.19.	CHILDREN DEMONSTRATE EMPATHY FOR OTHERS AND THE NATURAL WORLD - Some Indicators for Children:
INDICATOR	SED.2.19.1.	Watches and observes adults and children. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
INDICATOR	SED.2.19.2.	Smiles when sees a smiling face. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
INDICATOR	SED.2.19.3.	Reacts when someone is crying or upset. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
INDICATOR	SED.2.19.4.	Explores plants, flowers, and other living things with multiple senses. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development

GOAL		Social Development: Appreciating Diversity
INDICATOR	SED.2.20.	CHILDREN RECOGNIZE, APPRECIATE, AND RESPECT SIMILARITIES AND DIFFERENCES IN PEOPLE - Some Indicators for Children:
INDICATOR	SED.2.20.1.	Observes body parts and self in mirror. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
INDICATOR	SED.2.20.2.	Focuses attention on others. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
INDICATOR	SED.2.20.3.	Notices others' physical characteristics (e.g., pats others' hair). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
INDICATOR	SED.2.20.4.	Distinguishes primary caregivers from others. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
INDICATOR	SED.2.20.5.	Interacts with others who are of different ethnic and cultural backgrounds, of a different gender, who speak other languages, or have special needs. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Emotional Development: Self-Concept
INDICATOR	SED.2.21.	CHILDREN PERCEIVE THEMSELVES AS UNIQUE INDIVIDUALS - Some Indicators for Children:

INDICATOR	SED.2.21.1.	Signals caregivers for assistance, attention, or need for comfort. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
INDICATOR	SED.2.21.2.	Explores own body (e.g., observes hands, reaches for toes). <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
INDICATOR	SED.2.21.3.	Explores the face and other body parts of others (e.g., touches caregivers' ears, hair, hands). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	SED.2.21.4.	Responds with gestures or vocalizations when name is spoken. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
INDICATOR	SED.2.21.5.	Shows awareness of self in voice, mirror image, and body. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
INDICATOR	SED.2.21.6.	Attempts to complete basic daily living tasks (e.g., eating, getting dressed). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Emotional Development: Self-Concept

INDICATOR	SED.2.22.	CHILDREN DEMONSTRATE AWARENESS OF THEIR ABILITIES, CHARACTERISTICS, AND PREFERENCES - Some Indicators for Children:
INDICATOR	SED.2.22.1.	Shows preference for primary caregivers. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
INDICATOR	SED.2.22.2.	Identifies familiar objects (e.g., bottle, blanket). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
INDICATOR	SED.2.22.3.	Smiles at self in mirror. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
INDICATOR	SED.2.22.4.	Notices and explores hands, eventually becoming aware that they are attached and that they can be controlled to do things. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
INDICATOR	SED.2.22.5.	Points or moves toward desired people or objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
INDICATOR	SED.2.22.6.	Plays with one object more often than others. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

INDICATOR	SED.2.22.7.	Repeats a motion or noise to replicate a result. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
INDICATOR	SED.2.22.8.	Makes choices about what toys to play with. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
INDICATOR	SED.2.22.9.	Protests when does not want to do something (e.g., arches back when doesn't want to sit in high chair). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
INDICATOR	SED.2.22.10.	Responds to requests for action (e.g., claps for the song). <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice
INDICATOR	SED.2.22.11.	Points to at least two body parts, when asked. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Emotional Development: Self-Efficacy
INDICATOR	SED.2.23.	CHILDREN DEMONSTRATE BELIEF IN THEIR ABILITIES - Some Indicators for Children:
INDICATOR	SED.2.23.1.	Repeats a sound or gesture that creates an effect (e.g., repeatedly shakes a rattle after discovering that it makes a sound). No Correlations

INDICATOR	SED.2.23.2.	Recognizes that adults respond to cues. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
INDICATOR	SED.2.23.3.	Explores environment, at first in close contact with caregiver and then farther away from caregiver as child grows. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
INDICATOR	SED.2.23.4.	Looks to caregiver when accomplishing new tasks (e.g., standing or walking). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
INDICATOR	SED.2.23.5.	Gives objects or toys to others (e.g., picks up rock then reaches to give it to caregiver). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
INDICATOR	SED.2.23.6.	Smiles when succeeding in a task/activity. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Emotional Development: Self-Control
INDICATOR	SED.2.24.	CHILDREN UNDERSTAND AND FOLLOW RULES AND ROUTINES - Some Indicators for Children:

INDICATOR	SED.2.24.1.	Develops increasing consistency in sleeping, waking, and eating patterns. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
INDICATOR	SED.2.24.2.	Engages in some regular behaviors (e.g., sings or babbles self to sleep, goes to high chair to be fed). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
INDICATOR	SED.2.24.3.	Participates in routine interactions (e.g. , quiets body when picked up, cooperates in dressing). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
INDICATOR	SED.2.24.4.	Anticipates routine interactions (e.g., lifts arms toward caregiver to be picked up). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
INDICATOR	SED.2.24.5.	Follows some consistently set rules and routines. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.5 Emerging to 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Emotional Development: Self-Control
INDICATOR	SED.2.25.	CHILDREN REGULATE THEIR FEELINGS AND IMPULSES - Some Indicators for Children:

INDICATOR	SED.2.25.1.	Signals needs with sounds or motions (e.g., cries when hungry or reaches for wanted object of comfort). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
INDICATOR	SED.2.25.2.	Relaxes or stops crying when comforted (e.g., when swaddled or spoken to softly). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
INDICATOR	SED.2.25.3.	Comforts self by clutching, sucking, or stroking when tired or stressed (e.g., calms while stroking or holding soft blanket). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
INDICATOR	SED.2.25.4.	Communicates need for support or help from adults (e.g., holds out arms when tired). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Emotional Development: Emotional Expression
INDICATOR	SED.2.26.	CHILDREN EXPRESS APPROPRIATELY A RANGE OF EMOTIONS - Some Indicators for Children:
INDICATOR	SED.2.26.1.	Cries, uses other vocalizations, facial expressions, or body language to express emotions and to get needs met. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

INDICATOR	SED.2.26.2.	Responds to emotional cues and social situations (e.g., crying when other babies cry). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
INDICATOR	SED.2.26.3.	Smiles, waves, or laughs in response to positive adult interaction. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
INDICATOR	SED.2.26.4.	Frowns in response to discomfort or inability to do something. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	AL.3.	Approaches to Learning
GOAL		Learning Approaches: Curiosity and Interest
INDICATOR	AL.3.27.	CHILDREN ARE CURIOUS ABOUT AND INTERESTED IN LEARNING NEW THINGS AND HAVING NEW EXPERIENCES - Some Indicators for Children:
INDICATOR	AL.3.27.1.	Shows interest in people by changing behavior. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
INDICATOR	AL.3.27.2.	Reacts to new voices or sounds by turning in the direction of sound, becoming more quiet or active, or changing facial expressions. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds

INDICATOR	AL.3.27.3.	Shows interest, explores, manipulates, or stares at new objects in the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	AL.3.27.4.	Uses all senses to explore the environment (e.g., reaching out to touch rain). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	AL.3.	Approaches to Learning
GOAL		Learning Approaches: Initiative
INDICATOR	AL.3.28.	CHILDREN DEMONSTRATE INITIATIVE - Some Indicators for Children:
INDICATOR	AL.3.28.1.	Engages in and actively explores new and familiar surroundings. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	AL.3.28.2.	Engages familiar adults and children in interactions (e.g., smiling, approaching, not withdrawing). <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
INDICATOR	AL.3.28.3.	Expresses desire to feed self. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self

INDICATOR	AL.3.28.4.	Selects a book, toy, or item from several options. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
INDICATOR	AL.3.28.5.	Shows like and dislikes for activities, experiences, and interactions. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	AL.3.	Approaches to Learning
GOAL		Learning Approaches: Persistence and Attentiveness
INDICATOR	AL.3.29.	CHILDREN SUSTAIN ATTENTION TO TASKS AND PERSIST WHEN FACING CHALLENGES - Some Indicators for Children:
INDICATOR	AL.3.29.1.	Holds attention of caregiver (e.g., smiles, babbles, sustains eye-contact). <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
INDICATOR	AL.3.29.2.	Directs attention towards objects by reaching, grasping, or staring at them. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	AL.3.29.3.	Examines a face, toy, or rattle for a brief period of time. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment

INDICATOR	AL.3.29.4.	Repeats simple motions or activities (e.g., swats at mobile, consistently reaches for objects). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
INDICATOR	AL.3.29.5.	Remembers where favorite items are stored. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
INDICATOR	AL.3.29.6.	Focuses on reader or storyteller for brief periods of time. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
INDICATOR	AL.3.29.7.	Tries different ways of doing things. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	AL.3.	Approaches to Learning
GOAL		Learning Approaches: Creativity and Inventiveness
INDICATOR	AL.3.30.	CHILDREN APPROACH DAILY ACTIVITIES WITH CREATIVITY AND INVENTIVENESS - Some Indicators for Children:
INDICATOR	AL.3.30.1.	Inspects own hands and feet (e.g., by mouthing). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	AL.3.30.2.	Mouths, shakes, bangs, drops, or throws objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment

INDICATOR	AL.3.30.3.	Imitates action observed in another situation (e.g., tries to stack blocks after watching another child stack blocks, bangs on surface after watching drumming at a cultural event). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
INDICATOR	AL.3.30.4.	Uses items differently and creatively (e.g., a bucket is turned upside down to build a tower base or to be a pedestal). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
INDICATOR	AL.3.30.5.	Plays with dolls, stuffed animals, and puppets. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	AL.3.	Approaches to Learning
GOAL		Learning Approaches: Reflection and Interpretation
INDICATOR	AL.3.31.	CHILDREN LEARN FROM THEIR EXPERIENCES - Some Indicators for Children:
INDICATOR	AL.3.31.1.	Tracks people and objects by moving his/ her head as adult or object moves. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
INDICATOR	AL.3.31.2.	Behaves in consistent ways to elicit desired response (e.g., kicks a mobile). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal

INDICATOR	AL.3.31.3.	Plays games with primary caregiver that involve repetition (e.g., peek-a- boo). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
INDICATOR	AL.3.31.4.	Experiments to see if similar objects will cause similar responses (e.g., shakes stuffed animal in the same way as a rattle to hear noise). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
INDICATOR	AL.3.31.5.	Displays recognition and excitement about game or toys from previous day. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
INDICATOR	AL.3.31.6.	Applies knowledge to new situations (e.g., bangs on bucket instead of drum). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Reasoning: Causation
INDICATOR	CGK.4.32.	CHILDREN DEMONSTRATE AWARENESS OF CAUSE AND EFFECT - Some Indicators for Children:
INDICATOR	CGK.4.32.1.	Looks for or orients toward a dropped object. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
INDICATOR	CGK.4.32.2.	Uses sounds, gestures, and movements to impact the environment and interactions. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment

INDICATOR	CGK.4.32.3.	Acts on an object to make a pleasing sight, sound, or motion (e.g., kicks or swats mobile, continues to bat at object to repeat sound). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
INDICATOR	CGK.4.32.4.	Repeats actions many times to cause desired effect. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Reasoning: Critical and Analytic Thinking
INDICATOR	CGK.4.33.	CHILDREN COMPARE, CONTRAST, EXAMINE, AND EVALUATE EXPERIENCES, TASKS, AND EVENTS - Some Indicators for Children:
INDICATOR	CGK.4.33.1.	Imitates others' actions, gestures, and sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
INDICATOR	CGK.4.33.2.	Explores objects in many different ways (e.g., mouthing, shaking, banging, throwing). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	CGK.4.33.3.	Engages in sustained gazing or tracking of object with eyes. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
INDICATOR	CGK.4.33.4.	Observes others' activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds

PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Reasoning: Critical and Analytic Thinking
INDICATOR	CGK.4.34.	CHILDREN USE PAST KNOWLEDGE TO BUILD NEW KNOWLEDGE - Some Indicators for Children:
INDICATOR	CGK.4.34.1.	Shakes stuffed animal or object in same way as rattle to hear noise. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
INDICATOR	CGK.4.34.2.	Demonstrates object permanence (i.e., realizes that people or things exist even when out of view). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
INDICATOR	CGK.4.34.3.	Uses objects as intended (e.g., pushes buttons on plastic phone, drinks from cup). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	CGK.4.34.4.	Understands how familiar objects are used in combination (e.g., spoon in bowl, socks on feet). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
INDICATOR	CGK.4.34.5.	Watches separate body parts, their movement, and experiments with control of their movements. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results

INDICATOR	CGK.4.34.6.	Distinguishes sounds and combinations of sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
INDICATOR	CGK.4.34.7.	Follows the edges of objects in a space, such as a blanket, bed, or room. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
INDICATOR	CGK.4.34.8.	Recognizes different facial expressions. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Reasoning: Problem Solving
INDICATOR	CGK.4.35.	CHILDREN FIND MULTIPLE SOLUTIONS TO QUESTIONS, TASKS, PROBLEMS, AND CHALLENGES - Some Indicators for Children:
INDICATOR	CGK.4.35.1.	Reaches for a toy or object that has rolled away. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
INDICATOR	CGK.4.35.2.	Seeks assistance from caregiver to solve a problem by using vocalizations, facial expressions, or gestures. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
INDICATOR	CGK.4.35.3.	Uses objects as a means to an end (e.g., uses a bucket to transport blocks from one room to another, uses spoon to reach for food). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months

GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Reasoning: Representational Thought
INDICATOR	CGK.4.36.	CHILDREN USE SYMBOLS TO REPRESENT OBJECTS - Some Indicators for Children:
INDICATOR	CGK.4.36.1.	Demonstrates object permanence (i.e., realizes that people or things exist even when out of view). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
INDICATOR	CGK.4.36.2.	Locates an object that has been hidden from view. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
INDICATOR	CGK.4.36.3.	Recognizes people, animals, or objects in pictures or photographs. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Reasoning: Representational Thought
INDICATOR	CGK.4.37.	CHILDREN CAN DISTINGUISH BETWEEN FANTASY AND REALITY - Some Indicators for Children:
INDICATOR	CGK.4.37.1.	Makes animal sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props

INDICATOR	CGK.4.37.2.	Begins make-believe play (e.g., rocking or feeding a baby doll). <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Mathematics and Numeracy: Number Sense and Operations
INDICATOR	CGK.4.38.	CHILDREN DEMONSTRATE KNOWLEDGE OF NUMBERS AND COUNTING - Some Indicators for Children:
INDICATOR	CGK.4.38.1.	Understands the concept of “more” in reference to food or play. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
INDICATOR	CGK.4.38.2.	Uses gestures to request “more”. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
INDICATOR	CGK.4.38.3.	Imitates rote counting using some names of numbers. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.2 Verbally counts (not always in the correct order)
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Mathematics and Numeracy: Measurement
INDICATOR	CGK.4.39.	CHILDREN DEMONSTRATE SOME KNOWLEDGE OF SIZE, VOLUME, HEIGHT, WEIGHT AND LENGTH - Some Indicators for Children:
INDICATOR	CGK.4.39.1.	Plays with toys and objects with different sizes and shapes. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects

INDICATOR	CGK.4.39.2.	Orders a few objects by size, with assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.1 Emerging to 22a.2 Makes simple comparisons between two objects
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Mathematics and Numeracy: Properties of Ordering
INDICATOR	CGK.4.40.	CHILDREN SORT, CLASSIFY, AND ORGANIZE OBJECTS - Some Indicators for Children:
INDICATOR	CGK.4.40.1.	Groups a few objects by color, shape, or size, with assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.1 Emerging to 13.2 Matches similar objects
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Science: Scientific Thinking
INDICATOR	CGK.4.41.	CHILDREN COLLECT INFORMATION THROUGH OBSERVATION AND MANIPULATION - Some Indicators for Children:
INDICATOR	CGK.4.41.1.	Turns head toward sounds or voices. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
INDICATOR	CGK.4.41.2.	Gathers information through the senses (e.g., mouthing, grasping, reaching). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	CGK.4.41.3.	Uses more than one sense at one time (e.g., uses sight, touch, and hearing by examining and shaking a toy). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment

INDICATOR	CGK.4.41.4.	Observes objects in the environment for a brief period of time. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
INDICATOR	CGK.4.41.5.	Uses another object or person as a tool (e.g., expresses the desire to be picked up to reach something, uses block to push buttons on a toy). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Science: Scientific Thinking
INDICATOR	CGK.4.42.	CHILDREN ENGAGE IN EXPLORING THE NATURAL WORLD BY MANIPULATING OBJECTS, ASKING QUESTIONS, MAKING PREDICTIONS, AND DEVELOPING GENERALIZATIONS - Some Indicators for Children:
INDICATOR	CGK.4.42.1.	Actively uses one or more sense to explore environment (e.g., touch, sight, smell, taste, and hearing). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	CGK.4.42.2.	Expresses a sense of wonder about the natural world (e.g., reaches for objects, puts objects in mouth or rubs on cheek, rolls objects in hands, drops objects on floor). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	CGK.4.42.3.	Investigates new phenomena (e.g., reaches out to touch rain). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment

INDICATOR	CGK.4.42.4.	Tries new activities, motions, experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	CGK.4.42.5.	Progresses from trial and error to solving problems more systematically, with assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Science: Scientific Knowledge
INDICATOR	CGK.4.43.	CHILDREN OBSERVE AND DESCRIBE CHARACTERISTICS OF LIVING THINGS - Some Indicators for Children:
INDICATOR	CGK.4.43.1.	Responds to plants, animals, and other people in the environment (e.g., reach for caregiver, grabs a flower, points and squeals at a dog). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	CGK.4.43.2.	Explores characteristics of certain living things (e.g., picks up an earthworm, tries to catch ants). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Science: Scientific Knowledge
INDICATOR	CGK.4.44.	CHILDREN OBSERVE AND DESCRIBE CHARACTERISTICS OF THE EARTH - Some Indicators for Children:

INDICATOR	CGK.4.44.1.	Observes sun and clouds. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	CGK.4.44.2.	Enjoys outdoor play. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	CGK.4.44.3.	Enjoys playing with water, sand, and mud. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Social Studies: History
INDICATOR	CGK.4.45.	CHILDREN DIFFERENTIATE BETWEEN EVENTS THAT HAPPEN IN THE PAST, PRESENT, AND FUTURE - Some Indicators for Children:
INDICATOR	CGK.4.45.1.	Shows anticipation for regularly scheduled daily activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
INDICATOR	CGK.4.45.2.	Recognizes the beginning and end of an event (e.g., claps at the end of a song). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
INDICATOR	CGK.4.45.3.	Recalls information about the immediate past (e.g., after eating, says “All done!”). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events

PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Social Studies: Geography
INDICATOR	CGK.4.46.	CHILDREN DEMONSTRATE AWARENESS OF LOCATION AND SPATIAL RELATIONSHIPS - Some Indicators for Children:
INDICATOR	CGK.4.46.1.	Explores environment in the presence of caregiver. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
INDICATOR	CGK.4.46.2.	Explores spatial relationships (e.g., attempts to fit own body in boxes or tunnels). <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
INDICATOR	CGK.4.46.3.	Develops awareness of own body and how much space it takes up. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Social Studies: Geography
INDICATOR	CGK.4.47.	CHILDREN DEMONSTRATE KNOWLEDGE OF THE RELATIONSHIP BETWEEN PEOPLE, PLACES, AND REGIONS - Some Indicators for Children:
INDICATOR	CGK.4.47.1.	Recognizes some familiar places (e.g., home, store, grandparent's house). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
INDICATOR	CGK.4.47.2.	Knows where favorite toys or foods are stored in own home. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Social Studies: Economics
INDICATOR	CGK.4.48.	CHILDREN DEMONSTRATE AWARENESS OF ECONOMIC CONCEPTS - Some Indicators for Children:
INDICATOR	CGK.4.48.1.	Depends on others to provide for wants and needs. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Social Studies: Ecology
INDICATOR	CGK.4.49.	CHILDREN DEMONSTRATE AWARENESS OF THE RELATIONSHIP BETWEEN HUMANS AND THE ENVIRONMENT - Some Indicators for Children:
INDICATOR	CGK.4.49.1.	Expresses interest in nature (e.g., flowers, a breeze, snow). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	CGK.4.49.2.	Recognizes trash as trash. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	CGK.4.49.3.	Knows where the trash receptacle and recycle bin, if available, are in own home or learning setting. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months

GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Social Studies: Technology
INDICATOR	CGK.4.50.	CHILDREN USE TECHNOLOGY APPROPRIATELY - Some Indicators for Children:
INDICATOR	CGK.4.50.1.	Enjoys listening to music from a CD player or radio. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	CGK.4.50.2.	Shows interest in technology (e.g., turns toward ringing telephone). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	CGK.4.50.3.	Enjoys using play technology objects (e.g., wind-up toy). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	CGK.4.50.4.	Turns a light switch on and off. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Family, Community, and Culture: Family
INDICATOR	CGK.4.51.	CHILDREN DEMONSTRATE AWARENESS OF FAMILY CHARACTERISTICS ASND FUNCTIONS - Some Indicators for Children:
INDICATOR	CGK.4.51.1.	Kicks legs and squeals when familiar adult appears. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults

INDICATOR	CGK.4.51.2.	Initiates contact with caregivers. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
INDICATOR	CGK.4.51.3.	Shows affection (e.g., hugs and kisses) to familiar adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
INDICATOR	CGK.4.51.4.	Develops and maintains trusting relationships with primary caregiver. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
INDICATOR	CGK.4.51.5.	Addresses at least two family members by name. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objectives
INDICATOR	CGK.4.51.6.	Recognizes immediate family members in photographs. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Family, Community, and Culture: Community
INDICATOR	CGK.4.52.	CHILDREN DEMONSTRATE AWARENESS OF THEIR COMMUNITY, HUMAN INTERDEPENDENCE, AND SOCIAL ROLES - Some Indicators for Children:

INDICATOR	CGK.4.52.1.	Begins to watch other children. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions
INDICATOR	CGK.4.52.2.	Reaches out to touch other children or grabs their toys. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions
INDICATOR	CGK.4.52.3.	Recognizes the names of other children. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
INDICATOR	CGK.4.52.4.	Shows recognition of the family members of other children. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
INDICATOR	CGK.4.52.5.	Begins to participate in simple parallel play with other children. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Family, Community, and Culture: Community
INDICATOR	CGK.4.53.	CHILDREN DEMONSTRATE CIVIC RESPONSIBILITY - Some Indicators for Children:
INDICATOR	CGK.4.53.1.	Follows simple directions. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.4 Follows simple requests not accompanied by gestures

INDICATOR	CGK.4.53.2.	Tries out roles and relationships through imitation (e.g., smiles at self in mirror, plays peek-a-boo). <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
INDICATOR	CGK.4.53.3.	Requests assistance when needed. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
INDICATOR	CGK.4.53.4.	Looks to caregivers for assistance and guidance. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Family, Community and Culture: Culture
INDICATOR	CGK.4.54.	CHILDREN DEMONSTRATE AWARENESS AND APPRECIATION OF THEIR OWN AND OTHERS' CULTURES - Some Indicators for Children:
INDICATOR	CGK.4.54.1.	Recognizes simple differences between people (e.g., shows curiosity about someone who wears glasses or has skin color other than own). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
INDICATOR	CGK.4.54.2.	Interacts with other children who are of different ethnic and cultural backgrounds, of a different gender, who speak other languages, or have special needs. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months

GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Creative Arts: Expression and Representation
INDICATOR	CGK.4.55.	CHILDREN USE CREATIVE ARTS TO EXPRESS AND REPRESENT WHAT THEY KNOW, THINK, BELIEVE, OR FEEL - Some Indicators for Children:
INDICATOR	CGK.4.55.1.	Gazes at pictures, photographs, and mirror images. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs
INDICATOR	CGK.4.55.2.	Enjoys repetition. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
INDICATOR	CGK.4.55.3.	Experiments with a variety of sound sources (e.g., rattles, bells). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	CGK.4.55.4.	Exhibits an increased variety of movements to express self-using different body parts. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
INDICATOR	CGK.4.55.5.	Imitates sounds, facial expressions, and gestures of another person. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
INDICATOR	CGK.4.55.6.	Imitates sounds or actions of an animal or object. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props

INDICATOR	CGK.4.55.7.	Experiments with a variety of art materials (e.g., paint, markers, crayons, pencils). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
INDICATOR	CGK.4.55.8.	Shows preferences for certain colors. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Creative Arts: Understanding and Appreciation
INDICATOR	CGK.4.56.	CHILDREN DEMONSTRATE UNDERSTANDING AND APPRECIATION OF CREATIVE ARTS - Some Indicators for Children:
INDICATOR	CGK.4.56.1.	Shows interest in sounds, tones, voices, music, colors, and shapes. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	CGK.4.56.2.	Enjoys rhythms and songs. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	CGK.4.56.3.	Prefers repetition of familiar songs and rhythmic patterns. <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
INDICATOR	CGK.4.56.4.	Interacts with others through touch and motion. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions

INDICATOR	CGK.4.56.5.	Enjoys looking at children’s books of dance, music, theatre, and visual arts. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language, and Literacy
GOAL		Communication: Listening
INDICATOR	CLL.5.57.	CHILDREN DEMONSTRATE THE MEANING OF LANGUAGE BY LISTENING - Some Indicators for Children:
INDICATOR	CLL.5.57.1.	Turns to locate source of a sound. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
INDICATOR	CLL.5.57.2.	Shows preference for familiar human voices to other sounds (e.g., animal sounds). <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
INDICATOR	CLL.5.57.3.	Orients to speaker in response to speaker’s words. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
INDICATOR	CLL.5.57.4.	Pays attention to what the speaker is looking at or pointing to. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others

INDICATOR	CLL.5.57.5.	Vocalizes or gestures in response to another person's voice or gesture. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language, and Literacy
GOAL		Communication: Oral and Written Communication
INDICATOR	CLL.5.58.	CHILDREN COMMUNICATE EFFECTIVELY - Some Indicators for Children:
INDICATOR	CLL.5.58.1.	Vocalizes/uses sounds, words and/or gestures to solicit attention. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
INDICATOR	CLL.5.58.2.	Communicates needs through facial expression, words, or actions (e.g., points to desired object). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
INDICATOR	CLL.5.58.3.	Changes volume and pitch to convey meaning. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people
INDICATOR	CLL.5.58.4.	Imitates words and/or beginning sign (e.g., simple greetings, sign for more) and gestures. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language, and Literacy

GOAL		Communication: Conventions of Social Communication
INDICATOR	CLL.5.59.	CHILDREN COMPREHEND AND USE THE CONVENTIONS OF SOCIAL COMMUNICATION - Some Indicators for Children:
INDICATOR	CLL.5.59.1.	Responds when name is called or signed, sometimes. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating
INDICATOR	CLL.5.59.2.	Uses non-verbal gestures for social conventions of greeting (e.g., waves “Bye.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
INDICATOR	CLL.5.59.3.	Participates in turn-taking during one-on-one communication by making sounds or using words, sometimes. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language, and Literacy
GOAL		Language: Vocabulary
INDICATOR	CLL.5.60.	CHILDREN USE RECEPTIVE COMMUNICATION SKILLS - Some Indicators for Children:
INDICATOR	CLL.5.60.1.	Responds to sounds in the environment (e.g., startles or cries if there is an unexpected sound). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
INDICATOR	CLL.5.60.2.	Recognizes familiar voice by turning towards speaker. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others

INDICATOR	CLL.5.60.3.	<p>Responds appropriately to familiar words and songs (e.g., “Clap,” child claps).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
INDICATOR	CLL.5.60.4.	<p>Responds appropriately to familiar “signs” (e.g., “more,” nursing/bottle, or “all done,” “Mama/dada.”).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
INDICATOR	CLL.5.60.5.	<p>Points to familiar person/s when requested (e.g., “Where is mommy?”).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
INDICATOR	CLL.5.60.6.	<p>Points to objects when named (e.g., “Where is your blanket?”).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
INDICATOR	CLL.5.60.7.	<p>Has a receptive vocabulary of over fifty words in home language.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language, and Literacy
GOAL		Language: Vocabulary
INDICATOR	CLL.5.61.	CHILDREN USE EXPRESSIVE COMMUNICATION SKILLS - Some Indicators for Children:

INDICATOR	CLL.5.61.1.	Makes facial expressions, gestures and changes tones. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
INDICATOR	CLL.5.61.2.	Coos, making the vowel sound of the language and then progresses to babbling. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.2 Babbles strings of single consonant sounds and combines sounds
INDICATOR	CLL.5.61.3.	Babbles using two-lip sounds such as: “p,” “b,” and, “m” followed by a vowel sound (e.g., “Ba ba ba da da da...”). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.2 Babbles strings of single consonant sounds and combines sounds
INDICATOR	CLL.5.61.4.	Makes sounds or gestures that let others know that he/she is experiencing pleasure or pain or to express needs (e.g., coos and squeals when content). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
INDICATOR	CLL.5.61.5.	Uses consistent sound combinations to indicate specific object or person (e.g., “dada” for daddy). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.2 Babbles strings of single consonant sounds and combines sounds
INDICATOR	CLL.5.61.6.	Combines words and gestures (e.g., waves when saying goodbye). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate

INDICATOR	CLL.5.61.7.	Uses eight to ten understandable words (e.g., “daddy,” “bottle,” “up”) and/or “baby signs” (“more,” “nursing/bottle,” “all done”). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language, and Literacy
GOAL		Language: Grammar and Syntax
INDICATOR	CLL.5.62.	CHILDREN DEMONSTRATE PROGRESSION IN GRAMMAR AND SYNTAX - Some Indicators for Children:
INDICATOR	CLL.5.62.1.	Uses single word speech (e.g., one word to communicate message, child says “up.” when wanting to be carried by adult) or beginning sign language and symbols (e.g., “More,” “nurse/bottle,” “All done.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.2 Uses one- or two-word sentences or phrases
INDICATOR	CLL.5.62.2.	Uses some pronouns (e.g., “Mine.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.2 Uses one- or two-word sentences or phrases
INDICATOR	CLL.5.62.3.	Says short telegraphic sentences (e.g., “Me go,” or “There Mama.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.2 Uses one- or two-word sentences or phrases
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language, and Literacy
GOAL		Language: Comprehension
INDICATOR	CLL.5.63.	CHILDREN DEMONSTRATE COMPREHENSION AND MEANING IN LANGUAGE - Some Indicators for Children:

INDICATOR	CLL.5.63.1.	Turns to look at familiar object when it is named. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
INDICATOR	CLL.5.63.2.	Imitates adult actions that go along with simple songs, rhymes and traditional songs (e.g., “row, row, row your boat,” “Pinpon,” “la Bo”). <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
INDICATOR	CLL.5.63.3.	Follows single-step directions (e.g., “Please bring me the ball.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.4 Follows simple requests not accompanied by gestures
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language, and Literacy
GOAL		Language: Expressive / Oral Language
INDICATOR	CLL.5.64.	CHILDREN USE LANGUAGE FOR A VARIETY OF PURPOSES - Some Indicators for Children:
INDICATOR	CLL.5.64.1.	Vocalizes to get attention. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
INDICATOR	CLL.5.64.2.	Uses a variety of inflections and sounds to express intent (e.g., coos to express happiness). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate

INDICATOR	CLL.5.64.3.	Enjoys listening to oral stories in home language. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
INDICATOR	CLL.5.64.4.	Says single words to express thoughts and ideas (e.g., when child sees the sun, he/she says “sun”). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.2 Uses one- or two-word sentences or phrases
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language, and Literacy
GOAL		Language: Reading
INDICATOR	CLL.5.65.	CHILDREN DEMONSTRATE PHONOLOGICAL AWARENESS - Some Indicators for Children:
INDICATOR	CLL.5.65.1.	Shows beginning sound awareness by reacting differently to different sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
INDICATOR	CLL.5.65.2.	Imitates vocalizations and sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
INDICATOR	CLL.5.65.3.	Vocalizes familiar words when read to. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate

INDICATOR	CLL.5.65.4.	Recites last word of familiar rhymes, with assistance. <u>GOLD® Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.1 Emerging to 15a.2 Joins in rhyming songs and games
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language, and Literacy
GOAL		Literacy: Reading (Alphabetic principle)
INDICATOR	CLL.5.66.	CHILDREN DEMONSTRATE AWARENESS OF LETTERS AND SYMBOLS - Some Indicators for Children:
INDICATOR	CLL.5.66.1.	Shows increasing awareness of sounds of spoken words by focusing on the speaker. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
INDICATOR	CLL.5.66.2.	Imitates sounds when looking at words in a book. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.1 Emerging to 18a.2 Contributes particular language from the book at the appropriate time
INDICATOR	CLL.5.66.3.	Points to words in a book. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language, and Literacy
GOAL		Literacy: Reading
INDICATOR	CLL.5.67.	CHILDREN DEMONSTRATE AWARENESS OF PRINT CONCEPTS - Some Indicators for Children:

INDICATOR	CLL.5.67.1.	Explores physical features of books (e.g., chews on cloth books). <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
INDICATOR	CLL.5.67.2.	Pays attention to pictures in books. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
INDICATOR	CLL.5.67.3.	Shows increasing ability to handle books, without assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
INDICATOR	CLL.5.67.4.	Knows how to turn pages. No Correlations
INDICATOR	CLL.5.67.5.	Uses interactive books, with assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
INDICATOR	CLL.5.67.6.	Attempts to position pictures in book right side up. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language, and Literacy
GOAL		Literacy: Reading
INDICATOR	CLL.5.68.	CHILDREN DEMONSTRATE COMPREHENSION OF PRINTED MATERIAL AND ORAL STORIES - Some Indicators for Children:

INDICATOR	CLL.5.68.1.	Points or makes sounds when looking at picture books. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
INDICATOR	CLL.5.68.2.	Points to familiar pictures, characters, and objects in books. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
INDICATOR	CLL.5.68.3.	Identifies familiar people and objects in photographs. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs
INDICATOR	CLL.5.68.4.	Focuses attention on simple picture books. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language, and Literacy
GOAL		Literacy: Reading
INDICATOR	CLL.5.69.	CHILDREN DEMONSTRATE AWARENESS THAT WRITTEN MATERIALS CAN BE USED FOR A VARIETY OF PURPOSES - Some Indicators for Children:
INDICATOR	CLL.5.69.1.	Enjoys books about daily routines (e.g., eating, toileting). <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books

INDICATOR	CLL.5.69.2.	Purposefully uses pop-up and interactive books. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language, and Literacy
GOAL		Literacy: Reading
INDICATOR	CLL.5.70.	CHILDREN DEMONSTRATE APPRECIATION AND ENJOYMENT OF READING - Some Indicators for Children:
INDICATOR	CLL.5.70.1.	Enjoys being held and being read to by caregiver. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
INDICATOR	CLL.5.70.2.	Explores books (e.g., fingers through pages). <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
INDICATOR	CLL.5.70.3.	Enjoys touching and carrying books. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
INDICATOR	CLL.5.70.4.	Brings book to adult to read. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books

INDICATOR	CLL.5.70.5.	Shows preference for certain books. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
INDICATOR	CLL.5.70.6.	Focuses attention for short periods of time when looking at books. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
INDICATOR	CLL.5.70.7.	Shows pleasure when read to (e.g., smiles, vocalizes). <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language, and Literacy
GOAL		Literacy: Writing
INDICATOR	CLL.5.71.	CHILDREN DEMONSTRATE KNOWLEDGE OF LETTERS AND SYMBOLS (ALPHABET KNOWLEDGE) - Some Indicators for Children:
INDICATOR	CLL.5.71.1.	Focuses on marks on paper. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper
INDICATOR	CLL.5.71.2.	Makes marks on paper. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper

INDICATOR	CLL.5.71.3.	Points to words in a book. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
INDICATOR	CLL.5.71.4.	Imitates other person’s words, drawings, or scribbles by making own marks or scribbles. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language, and Literacy
GOAL		Literacy: Writing
INDICATOR	CLL.5.72.	CHILDREN USE WRITING SKILLS AND DEMONSTRATE KNOWLEDGE OF WRITING CONVENTIONS - Some Indicators for Children:
INDICATOR	CLL.5.72.1.	Makes imprints on paper using finger paints. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper
INDICATOR	CLL.5.72.2.	Experiments with grasp when using a variety of writing tools (e.g., crayon, paint brush). <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper
INDICATOR	CLL.5.72.3.	Grasps marker or crayon with his/her fist and makes marks on paper without regard to location. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper

INDICATOR	CLL.5.72.4.	Scribbles on paper spontaneously. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper
INDICATOR	CLL.5.72.5.	Makes strokes on paper with paint brush. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper
INDICATOR	CLL.5.72.6.	Picks up small writing tools (e.g., thin crayons) using finger and thumb (pincer) grasp but possibly without control or pressure on paper. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language, and Literacy
GOAL		Literacy: Writing
INDICATOR	CLL.5.73.	CHILDREN USE WRITING FOR A VARIETY OF PURPOSES - Some Indicators for Children:
INDICATOR	CLL.5.73.1.	Makes marks on paper and shows to others. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message
INDICATOR	CLL.5.73.2.	Makes marks with fingers (e.g., in food, dirt, or sand). <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message
PERFORMANCE / CONTENT STANDARD	AK.B-18.	Alaska Early Learning Guidelines for Birth to 18 Months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language, and Literacy
GOAL		English Language Learners: Dual Language Acquisition

INDICATOR	CLL.5.74.	CHILDREN DEMONSTRATE COMPETENCY IN HOME LANGUAGE WHILE ACQUIRING BEGINNING PROFICIENCY IN ENGLISH - Some Indicators for Children:
INDICATOR	CLL.5.74.1.	<p>Responds to familiar words in home language (e.g., “clap”– the child claps) and attends to sounds in English (e.g., “clap”– looks towards speaker).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 37 Demonstrates progress in listening to and understanding English Objective 37.2 Observes others as they converse in English during play or other small group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</p>
INDICATOR	CLL.5.74.2.	<p>Uses eight to ten understandable words in home language and may not possess any words in English.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 37 Demonstrates progress in listening to and understanding English Objective 37.2 Observes others as they converse in English during play or other small group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</p>
INDICATOR	CLL.5.74.3.	<p>Communicates needs through single-word speech in home language and through facial expression, gestures, or actions (e.g., points to object desired) if attempting to communicate in English.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 37 Demonstrates progress in listening to and understanding English Objective 37.2 Observes others as they converse in English during play or other small group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</p>

Alaska’s Early Learning Guidelines

Ages 18 to 36 months, adopted 2005

PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	PHD.1.	Physical Well-Being, Health, and Motor Development
GOAL		Motor Development: Gross Motor Skills
INDICATOR	PHD.1.1.	CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF LARGE MOTOR MUSCLES - Some Indicators for Children:

INDICATOR	PHD.1.1.1.	Carries toys or objects while walking. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
INDICATOR	PHD.1.1.2.	Walks and runs with skill, changing both speed and direction. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
INDICATOR	PHD.1.1.3.	Walks backwards. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
INDICATOR	PHD.1.1.4.	Climbs both in and out of bed or onto a steady adult chair. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
INDICATOR	PHD.1.1.5.	Pounds object with intent and precision (e.g., hammers peg with accuracy). <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements
INDICATOR	PHD.1.1.6.	Kicks and throws a ball, but with little control of direction or speed. <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements
INDICATOR	PHD.1.1.7.	Jumps in place. <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing
INDICATOR	PHD.1.1.8.	Balances on one foot briefly. <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing

INDICATOR	PHD.1.1.9.	Bends over easily at the waist, without falling. <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing
INDICATOR	PHD.1.1.10.	Walks in a straight line. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
INDICATOR	PHD.1.1.11.	Walks up and down stairs, not alternating feet, without assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	PHD.1.	Physical Well-Being, Health, and Motor Development
GOAL		Motor Development: Fine Motor Skills
INDICATOR	PHD.1.2.	CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF SMALL MOTOR MUSCLES - Some Indicators for Children:
INDICATOR	PHD.1.2.1.	Turns book pages one page at a time, most of the time. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
INDICATOR	PHD.1.2.2.	Scribbles with crayons and begins to imitate marks (e.g., a circle). <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks

INDICATOR	PHD.1.2.3.	<p>Uses a paintbrush.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>
INDICATOR	PHD.1.2.4.	<p>Folds blanket, cloth diaper, or paper, with assistance.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
INDICATOR	PHD.1.2.5.	<p>Pours liquid from small pitcher or cup.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
INDICATOR	PHD.1.2.6.	<p>Makes attempts to stack objects.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
INDICATOR	PHD.1.2.7.	<p>Opens doors, with assistance, by turning and pulling doorknobs.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
INDICATOR	PHD.1.2.8.	<p>Uses some eating utensils appropriately.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>

INDICATOR	PHD.1.2.9.	Works simple “insert” puzzles (e.g., completes simple puzzle, uses shape sorter box). <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	PHD.1.	Physical Well-Being, Health, and Motor Development
GOAL		Motor Development: Sensorimotor Skills
INDICATOR	PHD.1.3.	CHILDREN USE THEIR SENSES: SIGHT, HEARING, SMELL, TASTE, AND TOUCH, TO GUIDE AND INTEGRATE THEIR INTERACTIONS - Some Indicators for Children:
INDICATOR	PHD.1.3.1.	Performs basic creative movements, with adult guidance or alone (e.g., dances to music or rhythm). <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
INDICATOR	PHD.1.3.2.	Demonstrates awareness of own body in space (e.g., walks around table without bumping into it). <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
INDICATOR	PHD.1.3.3.	Eats food with a variety of textures. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	PHD.1.3.4.	Exhibits eye-hand coordination (e.g., builds with blocks, completes simple puzzles, and strings large beads). <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects

INDICATOR	PHD.1.3.5.	Enjoys climbing, walking up inclines, sliding, and swinging. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing
INDICATOR	PHD.1.3.6.	Plays with materials of different textures (e.g., sand, water, leaves). <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	PHD.1.	Physical Well-Being, Health, and Motor Development
GOAL		Physical Development: Physical Fitness
INDICATOR	PHD.1.4.	CHILDREN DEMONSTRATE THE STAMINA AND ENERGY TO PARTICIPATE IN DAILY ACTIVITIES - Some Indicators for Children:
INDICATOR	PHD.1.4.1.	Participates actively in games, outdoor play, and other forms of physical movement. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
INDICATOR	PHD.1.4.2.	Runs spontaneously across the room or yard. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
INDICATOR	PHD.1.4.3.	Engages in unstructured physical activities for at least 60 minutes and up to several hours each day. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving

INDICATOR	PHD.1.4.4.	Sustains physical (aerobic) activity for at least 15 minutes at a time, for at least 30 minutes each day. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
INDICATOR	PHD.1.4.5.	Sleeps well, awakening rested and ready for daily activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	PHD.1.	Physical Well-Being, Health, and Motor Development
GOAL		Physical Development: Physical Fitness
INDICATOR	PHD.1.5.	CHILDREN ENGAGE IN A VARIETY OF PHYSICAL ACTIVITIES- Some Indicators for Children:
INDICATOR	PHD.1.5.1.	Attempts new activities that require physical movement, without adult assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
INDICATOR	PHD.1.5.2.	Participates actively in games, dance, outdoor play, and other forms of exercise. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
INDICATOR	PHD.1.5.3.	Develops a sense of games and rules in games like hide and seek and tag. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	PHD.1.	Physical Well-Being, Health, and Motor Development
GOAL		Health and Personal Care: Daily Living Skills
INDICATOR	PHD.1.6.	CHILDREN DEMONSTRATE PERSONAL HEALTH AND HYGIENCE SKILLS - Some Indicators for Children:

INDICATOR	PHD.1.6.1.	<p>Uses tissue to wipe nose, with assistance.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
INDICATOR	PHD.1.6.2.	<p>Indicates wet or soiled diaper by pointing, vocalizing, or pulling at diaper when prompted.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
INDICATOR	PHD.1.6.3.	<p>Shows interest in toilet training and can use toilet regularly by 36 months, with assistance.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
INDICATOR	PHD.1.6.4.	<p>Washes and dries hands at appropriate times, with minimal assistance (e.g., after diapering/toileting, before meals, after blowing nose).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
INDICATOR	PHD.1.6.5.	<p>Communicates with caregiver when he/she is not feeling well.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
INDICATOR	PHD.1.6.6.	<p>Participates in bathroom routines.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>

INDICATOR	PHD.1.6.7.	Cooperates and assists caregiver with tooth brushing. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	PHD.1.	Physical Well-Being, Health, and Motor Development
GOAL		Health and Personal Care: Daily Living Skills
INDICATOR	PHD.1.7.	CHILDREN PRACTICE BASIC PERSONAL CARE ROUTINES - Some Indicators for Children:
INDICATOR	PHD.1.7.1.	Feeds self with spoon without assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	PHD.1.7.2.	Washes hands with assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	PHD.1.7.3.	Demonstrates interest in changing clothes when wet or muddy. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	PHD.1.7.4.	Participates in putting on shoes and socks. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

INDICATOR	PHD.1.7.5.	Dresses and undresses completely, with assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	PHD.1.7.6.	Uses personal care objects correctly and regularly, sometimes with assistance (e.g., drinks from open cup, brushes hair, brushes teeth). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	PHD.1.7.7.	Participates in sleeping routines such as getting and arranging his/her bedtime comfort items. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	PHD.1.	Physical Well-Being, Health, and Motor Development
GOAL		Health and Personal Care: Nutrition
INDICATOR	PHD.1.8.	CHILDREN EAT A VARIETY OF NUTRITIOUS FOODS - Some Indicators for Children:
INDICATOR	PHD.1.8.1.	Begins to recognize and eat a variety of nutritious foods. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	PHD.1.8.2.	Distinguishes between food and non-food items. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

INDICATOR	PHD.1.8.3.	Makes personal food choices among several nutritious options. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	PHD.1.8.4.	Tries new foods when offered. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	PHD.1.8.5.	Consumes age appropriate amounts of nutritious beverages (e.g., water, milk, occasional 100% juice). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	PHD.1.	Physical Well-Being, Health, and Motor Development
GOAL		Safety: Safe Practices
INDICATOR	PHD.1.9.	CHILDREN MAKE SAFE CHOICES, AVOIDING HARMFUL OBJECTS AND SITUATIONS - Some Indicators for Children:
INDICATOR	PHD.1.9.1.	Begins to avoid dangers (e.g., hot stoves, sharp knives) but cannot be relied upon to keep self- safe. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	PHD.1.9.2.	Knows to hold caregiver’s hand when walking in public places. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

INDICATOR	PHD.1.9.3.	Identifies safe adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	PHD.1.9.4.	Wears appropriate clothing for the conditions. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	PHD.1.9.5.	Tells adult when someone hurts him/her or makes him/her feel bad. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.4 Seeks adult help to resolve social problems
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	PHD.1.	Physical Well-Being, Health, and Motor Development
GOAL		Safety: Rules and Regulations
INDICATOR	PHD.1.10.	CHILDREN DEMONSTRATE AWARENESS AND UNDERSTANDING OF SAFETY RULES - Some Indicators for Children:
INDICATOR	PHD.1.10.1.	Displays recognition of the rules, though may not always follow them. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
INDICATOR	PHD.1.10.2.	Anticipates consequences for not following rules. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
INDICATOR	PHD.1.10.3.	Pays attention to safety instructions, with assistance (e.g., cooperates when told, “I need to hold your hand when we cross the street.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults

PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Social Development: Interactions with Adults
INDICATOR	SED.2.11.	CHILDREN TRUST AND INTERACT COMFORTABLY WITH FAMILIAR ADULTS - Some Indicators for Children:
INDICATOR	SED.2.11.1.	Establishes an attachment or bond with a consistent adult other than the primary caregiver. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
INDICATOR	SED.2.11.2.	Demonstrates feeling safe with significant adults by seeking them in uncomfortable or dangerous situations. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
INDICATOR	SED.2.11.3.	Imitates adult activities (e.g., pretends to fish or cook, “reads” next to adult who is reading). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
INDICATOR	SED.2.11.4.	Initiates interactions and play with adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
INDICATOR	SED.2.11.5.	Responds appropriately to adults’ verbal greetings. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world

INDICATOR	SED.2.11.6.	Communicates with adults about recent activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Social Development: Interactions with Adults
INDICATOR	SED.2.12.	CHILDREN SEEK ASSISTANCE FROM ADULTS WHEN NEEDED - Some Indicators for Children:
INDICATOR	SED.2.12.1.	Seeks adult assistance with challenges. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
INDICATOR	SED.2.12.2.	Periodically checks with caregiver for help or reassurance when playing by self or with peers. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
INDICATOR	SED.2.12.3.	Responds positively to guidance most of the time. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
INDICATOR	SED.2.12.4.	Starts activity after a caregiver makes suggestions, sometimes (e.g., uses adult’s suggestions to find missing pieces to a toy or items needed for an art activity). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

INDICATOR	SED.2.12.5.	Follows basic safety guidelines and requirements (e.g., “Hot – don’t touch.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Social Development: Interactions with Adults
INDICATOR	SED.2.13.	CHILDREN DEVELOP FRIENDSHIPS WITH PEERS - Some Indicators for Children:
INDICATOR	SED.2.13.1.	Plays side-by-side with another child, at times. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
INDICATOR	SED.2.13.2.	Observes and imitates another child’s behavior or activity. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
INDICATOR	SED.2.13.3.	Initiates social interaction with peers. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
INDICATOR	SED.2.13.4.	Shows enthusiasm about the company of other children. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
INDICATOR	SED.2.13.5.	Spontaneously shows preference for familiar playmates. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend
INDICATOR	SED.2.13.6.	Responds verbally when interacting with peers (e.g., laughing or babbling). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend

PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Social Development: Interactions with Adults
INDICATOR	SED.2.14.	CHILDREN COOPERATE WITH PEERS - Some Indicators for Children:
INDICATOR	SED.2.14.1.	Plays side-by-side with other children, at times. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
INDICATOR	SED.2.14.2.	Begins to understand how to take turns during play with peers, with considerable assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.3 Emerging to 3a.4 Take turns
INDICATOR	SED.2.14.3.	Gives up and keeps objects during playful interactions with peers, with assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.3 Emerging to 3a.4 Take turns
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Social Development: Interactions with Adults
INDICATOR	SED.2.15.	CHILDREN DEMONSTRATE POSITIVE NEGOTIATION SKILLS - Some Indicators for Children:
INDICATOR	SED.2.15.1.	Uses adult help to take turns, including giving up and keeping toys and other objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.3 Emerging to 3a.4 Take turns

INDICATOR	SED.2.15.2.	Asserts ownership by saying “mine”. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.3 Emerging to 3a.4 Take turns
INDICATOR	SED.2.15.3.	Communicates with other children to settle arguments, with assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.4 Seeks adult help to resolve social problems
INDICATOR	SED.2.15.4.	Indicates preferences and intentions by communicating yes/no questions (e.g., “Are you done with that? Are you still using it? Can Aluuk use it now? Do you want to keep it?”). <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.3 Emerging to 3a.4 Take turns
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Social Development: Adaptive Social Behavior
INDICATOR	SED.2.16.	CHILDREN DEMONSTRATE AWARENESS OF BEHAVIOR AND ITS EFFECTS - Some Indicators for Children:
INDICATOR	SED.2.16.1.	Experiments with effects of own actions on objects and people. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
INDICATOR	SED.2.16.2.	Demonstrates understanding that playing with certain desirable or forbidden objects will get adults’ attention. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults

INDICATOR	SED.2.16.3.	Learns consequences of a specific behavior, but may not understand why the behavior warrants the consequence. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
INDICATOR	SED.2.16.4.	Recognizes that inappropriate behavior will elicit corrective action or unhappiness from adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Social Development: Adaptive Social Behavior
INDICATOR	SED.2.17.	CHILDREN PARTICIPATE POSITIVELY IN GROUP ACTIVITIES - Some Indicators for Children:
INDICATOR	SED.2.17.1.	Shows increasing enthusiasm about the company of others. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend
INDICATOR	SED.2.17.2.	Begins to share and take turns, with assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.3 Emerging to 3a.4 Take turns
INDICATOR	SED.2.17.3.	Participates in loosely structured group games (e.g., chase, dramatic play). <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.3 Emerging to 3a.4 Take turns

INDICATOR	SED.2.17.4.	Follows family routines (e.g., meal time behavior). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Social Development: Adaptive Social Behavior
INDICATOR	SED.2.18.	CHILDREN ADAPT TO DIVERSE SETTINGS - Some Indicators for Children:
INDICATOR	SED.2.18.1.	Separates from primary caregiver in familiar settings outside the home environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
INDICATOR	SED.2.18.2.	Explores and plays in a range of familiar settings. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
INDICATOR	SED.2.18.3.	Asks questions or acts in other uncertain ways in unfamiliar settings and environments. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
INDICATOR	SED.2.18.4.	Displays ease and comfort in a variety of places with familiar adults (e.g., home, store, car, and playground). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development

GOAL		Social Development: Adaptive Social Behavior
INDICATOR	SED.2.19.	CHILDREN DEMONSTRATE EMPATHY FOR OTHERS AND THE NATURAL WORLD - Some Indicators for Children:
INDICATOR	SED.2.19.1.	Notices other children who are happy or sad. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
INDICATOR	SED.2.19.2.	Demonstrates awareness of feelings during pretend play (e.g., soothes a crying doll). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
INDICATOR	SED.2.19.3.	Names emotions of self and others (e.g., happy, sad). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately
INDICATOR	SED.2.19.4.	Expresses how another child might feel (e.g., “Because Tanya is crying, I think she must be sad.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
INDICATOR	SED.2.19.5.	Expresses interest and excitement about animals and other living things. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Social Development: Appreciating Diversity
INDICATOR	SED.2.20.	CHILDREN RECOGNIZE, APPRECIATE, AND RESPECT SIMILARITIES AND DIFFERENCES IN PEOPLE - Some Indicators for Children:

INDICATOR	SED.2.20.1.	Plays in the presence of other children. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
INDICATOR	SED.2.20.2.	Asks simple questions about other children (e.g., “Where’s Rafael?”). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
INDICATOR	SED.2.20.3.	Identifies gender and other basic similarities and differences between self and others. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Emotional Development: Self-Concept
INDICATOR	SED.2.21.	CHILDREN PERCEIVE THEMSELVES AS UNIQUE INDIVIDUALS - Some Indicators for Children:
INDICATOR	SED.2.21.1.	Tests limits and strives for independence. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	SED.2.21.2.	Recognizes and calls attention to self when looking in the mirror or at photographs. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	SED.2.21.3.	Identifies self and uses own name when asked (e.g., “I am a boy.” “My name is Rueben.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self

INDICATOR	SED.2.21.4.	Shows awareness of being seen by others (e.g., exaggerates or repeats behavior when notices someone is watching). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	SED.2.21.5.	Occupies self appropriately for brief periods of time (e.g., 10 to 15 minutes). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
INDICATOR	SED.2.21.6.	Identifies objects as belonging to him or her. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	SED.2.22.1.	Points to and names some of own body parts. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	SED.2.22.2.	Shows preference for familiar adults and peers. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend
INDICATOR	SED.2.22.3.	Makes choices when given 2-3 options to choose between (e.g., what clothes to wear). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	SED.2.22.4.	Shows preference for favorite books, toys, and activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

INDICATOR	SED.2.22.5.	Indicates preferences and intentions by answering yes/no questions (e.g., “Are you done with that?” “Are you still using it?” “Can José use it now?”). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Emotional Development: Self-Efficacy
INDICATOR	SED.2.23.	CHILDREN DEMONSTRATE BELIEF IN THEIR ABILITIES - Some Indicators for Children:
INDICATOR	SED.2.23.1.	Wants to take care of self. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	SED.2.23.2.	Recognizes own accomplishments. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	SED.2.23.3.	Shows completed projects (e.g., drawing, pile of blocks) to caregiver. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	SED.2.23.4.	Acts as though is capable of doing new tasks and activities (e.g., copies use of adult tools, tries to sweep the floor with an adult-sized broom). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

INDICATOR	SED.2.23.5.	Seeks help after trying something new or challenging. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Emotional Development: Self-Control
INDICATOR	SED.2.24.	CHILDREN UNDERSTAND AND FOLLOW RULES AND ROUTINES - Some Indicators for Children:
INDICATOR	SED.2.24.1.	Tests limits and strives for independence. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.5 Emerging to 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	SED.2.24.2.	Anticipates and follows simple routines, with reminders and assistance (e.g., washes hands and helps set table at snack time, helps to pick up and put away blocks at clean-up time). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.5 Emerging to 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	SED.2.24.3.	Anticipates and follows simple rules, with reminders (e.g., expects to be buckled up when he/she gets in car seat). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.5 Emerging to 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	SED.2.24.4.	Anticipates consequences for not following rules. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.5 Emerging to 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months

GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Emotional Development: Self-Control
INDICATOR	SED.2.25.	CHILDREN REGULATE THEIR FEELINGS AND IMPULSES - Some Indicators for Children:
INDICATOR	SED.2.25.1.	Names some emotions (e.g., happy, excited, sad, mad, tired, angry, scared). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately
INDICATOR	SED.2.25.2.	Seeks caregiver support and attention when feeling strong emotions. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
INDICATOR	SED.2.25.3.	Begins to control impulses (e.g., says “no” when reaching for forbidden object; restrains self from stepping on a book on the floor). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	SED.2.	Social and Emotional Development
GOAL		Emotional Development: Emotional Expression
INDICATOR	SED.2.26.	CHILDREN EXPRESS APPROPRIATELY A RANGE OF EMOTIONS - Some Indicators for Children:
INDICATOR	SED.2.26.1.	Recognizes and expresses emotions towards familiar persons, pets, or possessions with appropriate facial expressions, words, gestures, signs, or other means. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.2 Expresses feelings during a conflict

INDICATOR	SED.2.26.2.	Names emotions (e.g., happy, excited, sad, mad, tired, scared). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately
INDICATOR	SED.2.26.3.	Learns about own feelings and that it is okay to feel silly, sad, angry, and all other emotions. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.2 Expresses feelings during a conflict
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	AL.3.	Approaches to Learning
GOAL		Learning Approaches: Curiosity and Interest
INDICATOR	AL.3.27.	CHILDREN ARE CURIOUS ABOUT AND INTERESTED IN LEARNING NEW THINGS AND HAVING NEW EXPERIENCES - Some Indicators for Children:
INDICATOR	AL.3.27.1.	Explores the immediate environment (e.g., asks about a new object he/she finds, actively searches through collection of toys). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	AL.3.27.2.	Shows interest in new and others' activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	AL.3.27.3.	Asks simple “wh” questions (e.g., why, what, where). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects

INDICATOR	AL.3.27.4.	Asks about people in own environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	AL.3.	Approaches to Learning
GOAL		Learning Approaches: Initiative
INDICATOR	AL.3.28.	CHILDREN DEMONSTRATE INITIATIVE - Some Indicators for Children:
INDICATOR	AL.3.28.1.	Tries new ways of doing things and begins to take some risks. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
INDICATOR	AL.3.28.2.	Initiates play with others. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
INDICATOR	AL.3.28.3.	Chooses one activity over another and pursues it for a brief period of time. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
INDICATOR	AL.3.28.4.	Proposes an idea for how to spend time. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
INDICATOR	AL.3.28.5.	Shows interest in wanting to take care of self (e.g., dressing). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

INDICATOR	AL.3.28.6.	Initiates activities at caregivers' suggestions. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
INDICATOR	AL.3.28.7.	Seeks and takes pleasure in both new and repeated skills and experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	AL.3.28.8.	Pretends to be in new and familiar places with new and familiar roles. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	AL.3.	Approaches to Learning
GOAL		Learning Approaches: Persistence and Attentiveness
INDICATOR	AL.3.29.	CHILDREN SUSTAIN ATTENTION TO TASKS AND PERSIST WHEN FACING CHALLENGES - Some Indicators for Children:
INDICATOR	AL.3.29.1.	Shows interest in favorite activities over and over again. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
INDICATOR	AL.3.29.2.	Completes simple projects (e.g., 3 to 5 piece puzzle, stacking blocks on top of one another). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen

INDICATOR	AL.3.29.3.	Continues to try a difficult task for a brief period of time (e.g., builds a block structure for 3 to 5 minutes). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
INDICATOR	AL.3.29.4.	Insists on some choices (e.g., what to wear, completing a project). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	AL.3.29.5.	Seeks and accepts assistance when encountering a problem. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
INDICATOR	AL.3.29.6.	Listens and participates in story time (e.g., turning pages of book, using hand motions such as clapping at appropriate times). <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.2 Contributes particular language from the book at the appropriate time
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	AL.3.	Approaches to Learning
GOAL		Learning Approaches: Creativity and Inventiveness
INDICATOR	AL.3.30.	CHILDREN APPROACH DAILY ACTIVITIES WITH CREATIVITY AND INVENTIVENESS - Some Indicators for Children:
INDICATOR	AL.3.30.1.	Invents new uses for everyday materials (e.g., bangs on pots and pans). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks

INDICATOR	AL.3.30.2.	Approaches tasks experimentally, adapting as the activity evolves. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
INDICATOR	AL.3.30.3.	Displays understanding of how objects work together (e.g., gets the dustpan when adult is sweeping the floor). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
INDICATOR	AL.3.30.4.	Enjoys opportunities for pretend play and creating things. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
INDICATOR	AL.3.30.5.	Pretends and uses imagination during play. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
INDICATOR	AL.3.30.6.	Uses creative language to describe events. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
INDICATOR	AL.3.30.7.	Builds with blocks and other manipulatives. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks

INDICATOR	AL.3.30.8.	Plays with dolls, costumes and acts out animal roles. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	AL.3.	Approaches to Learning
GOAL		Learning Approaches: Reflection and Interpretation
INDICATOR	AL.3.31.	CHILDREN LEARN FROM THEIR EXPERIENCES - Some Indicators for Children:
INDICATOR	AL.3.31.1.	Substitutes similar objects (e.g., stacks boxes like blocks). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
INDICATOR	AL.3.31.2.	Realizes that behaviors can precede events (e.g., “if mom puts the pot on the stove, she is going to cook something to eat.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
INDICATOR	AL.3.31.3.	Alters behavior based on a past event and builds on it (e.g., “I did this and it didn’t work, so I will do this instead.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation
INDICATOR	AL.3.31.4.	Relates an experience today to one that happened in the past (e.g., and-washing prior to mealtime). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months

GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Reasoning: Causation
INDICATOR	CGK.4.32.	CHILDREN DEMONSTRATE AWARENESS OF CAUSE AND EFFECT - Some Indicators for Children:
INDICATOR	CGK.4.32.1.	Experiments with effect of own actions on objects and people. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
INDICATOR	CGK.4.32.2.	Observes others' actions to see the effect they will have on objects and people. <u>No Correlations</u>
INDICATOR	CGK.4.32.3.	Knows playing with certain desirable or forbidden objects will get adults' attention. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
INDICATOR	CGK.4.32.4.	Expresses beginning understanding of cause and effect (e.g., "it's quiet because you turned off the radio."). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Reasoning: Critical and Analytic Thinking
INDICATOR	CGK.4.33.	CHILDREN COMPARE, CONTRAST, EXAMINE, AND EVALUATE EXPERIENCES, TASKS, AND EVENTS - Some Indicators for Children:
INDICATOR	CGK.4.33.1.	Imitates behavior seen in another place and time. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props

INDICATOR	CGK.4.33.2.	Notifies and describes how items are the same or different (e.g., “This ball is bigger than that one.” “My shirt is the same as Unchallee’s.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.2 Matches similar objects
INDICATOR	CGK.4.33.3.	Uses actions or words to justify choices. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	CGK.4.33.4.	Makes choices when given options (e.g., which toy to play with). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR	CGK.4.34.1.	Generalizes ideas based on past experiences (e.g., watches caregiver blow on hot food before eating, then blows on food – hot or cold – at next meal). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
INDICATOR	CGK.4.34.2.	Connects objects and ideas (e.g., broom for sweeping, swimsuit for swimming). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
INDICATOR	CGK.4.34.3.	Recognizes that a person’s clothing is based on the weather outside (e.g., “Wearing a sweater means it is cold outside.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Reasoning: Problem Solving

INDICATOR	CGK.4.35.	CHILDREN FIND MULTIPLE SOLUTIONS TO QUESTIONS, TASKS, PROBLEMS, AND CHALLENGES - Some Indicators for Children:
INDICATOR	CGK.4.35.1.	Uses active exploration and trial and error to solve problems. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
INDICATOR	CGK.4.35.2.	Tries several methods to solve a problem before asking for assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
INDICATOR	CGK.4.35.3.	Communicates to request assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Reasoning: Representational Thought
INDICATOR	CGK.4.36.	CHILDREN USE SYMBOLS TO REPRESENT OBJECTS - Some Indicators for Children:
INDICATOR	CGK.4.36.1.	Finds objects after they have been hidden nearby. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
INDICATOR	CGK.4.36.2.	Draws or scribbles and explains what the drawing is. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.4 Draws or constructs, and then identifies what it is

INDICATOR	CGK.4.36.3.	Experiments with new uses for familiar objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
INDICATOR	CGK.4.36.4.	Provides a simple description of a person or object that is not present (e.g., child barks when asked what noise the dog makes). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
INDICATOR	CGK.4.36.5.	Reacts to mental images of objects or events (e.g., claps hands when told aunt/uncle is coming to visit). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
INDICATOR	CGK.4.36.6.	Identifies symbols for familiar objects correctly. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Reasoning: Representational Thought
INDICATOR	CGK.4.37.	CHILDREN CAN DISTINGUISH BETWEEN FANTASY AND REALITY - Some Indicators for Children:
INDICATOR	CGK.4.37.1.	Plays make-believe with props (e.g., dolls, stuffed animals, and people). <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props

INDICATOR	CGK.4.37.2.	Creates an imaginary friend. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
INDICATOR	CGK.4.37.3.	Reacts to people in costume as if they are the characters they portray. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
INDICATOR	CGK.4.37.4.	Reacts to puppets as if they are real and not extensions of an adult or another child. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Mathematics and Numeracy: Number Sense and Operations
INDICATOR	CGK.4.38.	CHILDREN DEMONSTRATE KNOWLEDGE OF NUMBERS AND COUNTING - Some Indicators for Children:
INDICATOR	CGK.4.38.1.	Counts to at least five from memory in home language (e.g., recites, “one, two, and three...” or “atauciq, malruk, pingayun...” or “isa, dalawa, tatlo...”). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
INDICATOR	CGK.4.38.2.	Imitates counting rhymes or songs (e.g. , “Five little Monkeys”). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object

INDICATOR	CGK.4.38.3.	Recognizes some quantities (e.g., sees two blocks and says “two”). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
INDICATOR	CGK.4.38.4.	Identifies quantity and comparisons of quantity (e.g., all, some, none, more, less). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Mathematics and Numeracy: Measurement
INDICATOR	CGK.4.39.	CHILDREN DOMONSTRATE SOME KNOLEDGE OF SIZE, VOLUME, HEIGHT, WEIGHT AND LENGTH - Some Indicators for Children:
INDICATOR	CGK.4.39.1.	Uses size words, such as “many,” “big,” and “little,” appropriately. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
INDICATOR	CGK.4.39.2.	Fills and empties containers (e.g., with sand or water). <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
INDICATOR	CGK.4.39.3.	Compares the size of various everyday objects (e.g., puts different people’s shoes side by side to see which is longest). <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
INDICATOR	CGK.4.39.4.	Identifies things that are big or small, heavy or light, tall or short, with assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects

INDICATOR	CGK.4.39.5.	Looks at two objects and identifies which one is bigger or smaller. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
INDICATOR	CGK.4.39.6.	Explores measuring tools (e.g., measuring cup, ruler). <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.3 Emerging to 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
INDICATOR	CGK.4.39.7.	Demonstrates comparative behavior by nesting up to five cups. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
INDICATOR	CGK.4.39.8.	Orders objects by size, volume, height, weight, and length with assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.3 Emerging to 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Mathematics and Numeracy: Properties of Ordering
INDICATOR	CGK.4.40.	CHILDREN SORT, CLASSIFY, AND ORGANIZE OBJECTS - Some Indicators for Children:
INDICATOR	CGK.4.40.1.	Collects items that have common characteristics (e.g., red blocks, shells, leaves). <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.2 Matches similar objects
INDICATOR	CGK.4.40.2.	Arranges objects in lines (e.g., makes a row of blocks). <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.2 Matches similar objects

INDICATOR	CGK.4.40.3.	Sorts objects by one characteristic (e.g., color). <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
INDICATOR	CGK.4.40.4.	Recognizes objects arranged in series (e.g., small, medium, large). <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.3 Emerging to 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
INDICATOR	CGK.4.40.5.	Identifies categories of objects (e.g., dogs, cats, deer, moose, and bears are all animals), with assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.2 Matches similar objects
INDICATOR	CGK.4.40.6.	Matches simple two-dimensional shapes in form boards and puzzles (e.g., circles, squares, triangles). <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
INDICATOR	CGK.4.40.7.	Identifies two geometric shapes (e.g., circle, square). <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
INDICATOR	CGK.4.40.8.	Creates and copies simple shapes made by others. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Science: Scientific Thinking

INDICATOR	CGK.4.41.	CHILDREN COLLECT INFORMATION THROUGH OBSERVATION AND MANIPULATION - Some Indicators for Children:
INDICATOR	CGK.4.41.1.	Uses all five senses to examine different objects with attention to detail. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR	CGK.4.41.2.	Identifies similarities or differences in objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.2 Matches similar objects
INDICATOR	CGK.4.41.3.	Systematically explores natural phenomena through one or more of the five senses (e.g., notices different types of insects). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Science: Scientific Thinking
INDICATOR	CGK.4.42.	CHILDREN ENGAGE IN EXPLORING THE NATURAL WORLD BY MANIPULATING OBJECTS, ASKING QUESTIONS, MAKING PREDICTIONS, AND DEVELOPING GENERALIZATIONS - Some Indicators for Children:
INDICATOR	CGK.4.42.1.	Asks simple questions about the natural world (e.g., “Where did the rainbow go?”). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment
INDICATOR	CGK.4.42.2.	Observes and/or manipulates objects and events to answer simple questions about the natural world. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment

INDICATOR	CGK.4.42.3.	Demonstrates restraint of impulsivity before engaging in an activity. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
INDICATOR	CGK.4.42.4.	Makes guesses about what might happen based on past experience. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Science: Scientific Knowledge
INDICATOR	CGK.4.43.	CHILDREN OBSERVE AND DESCRIBE CHARACTERISTICS OF LIVING THINGS - Some Indicators for Children:
INDICATOR	CGK.4.43.1.	Explores and investigates physical properties of living and non-living things. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
INDICATOR	CGK.4.43.2.	Demonstrates understanding of how things grow and change. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
INDICATOR	CGK.4.43.3.	Comments on what it takes to make things grow (e.g., “That plant needs water.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Science: Scientific Knowledge
INDICATOR	CGK.4.44.	CHILDREN OBSERVE AND DESCRIBE CHARACTERISTICS OF THE EARTH - Some Indicators for Children:

INDICATOR	CGK.4.44.1.	Asks questions about the earth. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment
INDICATOR	CGK.4.44.2.	Identifies weather (e.g., sun, rain, snow). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment
INDICATOR	CGK.4.44.3.	Identifies or labels earth’s materials (e.g., water, rocks, dirt, leaves). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment
INDICATOR	CGK.4.44.4.	Demonstrates curiosity about the natural environment by asking “why” questions (e.g., “Why is the grass green?”). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Social Studies: History
INDICATOR	CGK.4.45.	CHILDREN DIFFERENTIATE BETWEEN EVENTS THAT HAPPEN IN THE PAST, PRESENT, AND FUTURE - Some Indicators for Children:
INDICATOR	CGK.4.45.1.	Anticipates recurring events in typical routines (e.g., “After I eat lunch, I will hear a story.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
INDICATOR	CGK.4.45.2.	Connects new experiences to past experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support

INDICATOR	CGK.4.45.3.	Experiments with general terms related to the elements of time (e.g., “Today we are going to grandmas.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
INDICATOR	CGK.4.45.4.	Makes predictions about what may occur in the future. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Social Studies: Geography
INDICATOR	CGK.4.46.	CHILDREN DEMONSTRATE AWARENESS OF LOCATION AND SPATIAL RELATIONSHIPS - Some Indicators for Children:
INDICATOR	CGK.4.46.1.	Distinguishes between near and far. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)
INDICATOR	CGK.4.46.2.	Experiments with physical relationships (e.g., on/under, inside/outside). <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)
INDICATOR	CGK.4.46.3.	Shows interest in investigating geography tools (e.g., map, compass, globe, navigational charts). <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge

GOAL		Social Studies: Geography
INDICATOR	CGK.4.47.	CHILDREN DEMONSTRATE KNOWLEDGE OF THE RELATIONSHIP BETWEEN PEOPLE, PLACES, AND REGIONS - Some Indicators for Children:
INDICATOR	CGK.4.47.1.	Distinguishes different environments by the people or signs that are a part of that environment (e.g., see pictures of fish and say “They live in water.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
INDICATOR	CGK.4.47.2.	Recognizes own house and other homes the child visits frequently when approaching. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
INDICATOR	CGK.4.47.3.	Recognizes familiar buildings (e.g., school, post office, library, community building). <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Social Studies: Economics
INDICATOR	CGK.4.48.	CHILDREN DEMONSTRATE AWARENESS OF ECONOMIC CONCEPTS - Some Indicators for Children:
INDICATOR	CGK.4.48.1.	Recognizes relationship between supply and demand (e.g., understands that he/she cannot have another cracker because they are all gone). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	CGK.4.48.2.	Recognizes and uses objects for barter or trade during play, with assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Social Studies: Ecology
INDICATOR	CGK.4.49.	CHILDREN DEMONSTRATE AWARENESS OF THE RELATIONSHIP BETWEEN HUMANS AND THE ENVIRONMENT - Some Indicators for Children:

INDICATOR	CGK.4.49.1.	Helps with home and class routines that keep the house/classroom clean. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
INDICATOR	CGK.4.49.2.	Discards trash in appropriate receptacle. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
INDICATOR	CGK.4.49.3.	Recognizes and responds to characteristics of the environment (e.g., exclaims out loud when he/she sees bird or a very tall tree). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
INDICATOR	CGK.4.49.4.	Uses natural objects for play (e.g., makes mud pies, makes a house out of sticks, uses leaves for a pillow). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Social Studies: Technology
INDICATOR	CGK.4.50.	CHILDREN USE TECHNOLOGY APPROPRIATELY - Some Indicators for Children:
INDICATOR	CGK.4.50.1.	Plays with battery-operated toys and learning objects, with assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
INDICATOR	CGK.4.50.2.	Operates a simple tape or CD player to listen to a recorded story, with assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
INDICATOR	CGK.4.50.3.	Makes mechanical toys work, if labeled safe for children under 3. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge

GOAL		Family, Community, and Culture: Family
INDICATOR	CGK.4.51.	CHILDREN DEMONSTRATE AWARENESS OF FAMILY CHARACTERISTICS AND FUNCTIONS - Some Indicators for Children:
INDICATOR	CGK.4.51.1.	Recognizes family members by voice. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	CGK.4.51.2.	Knows own first and last name. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	CGK.4.51.3.	Recognizes roles within own home (e.g. , “daddy cooks supper and mommy washes the dishes.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	CGK.4.51.4.	Pretends to nurture a doll by feeding and talking to it. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	CGK.4.51.5.	Gives names to toys and dolls that reflect family and circle of friends. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	CGK.4.51.6.	Identifies boys and girls. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	CGK.4.51.7.	Recognizes that family members hunting will provide food for family. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Family, Community, and Culture: Community
INDICATOR	CGK.4.52.	CHILDREN DEMONSTRATE AWARENESS OF THEIR COMMUNITY, HUMAN INTERDEPENDENCE, AND SOCIAL ROLES - Some Indicators for Children:

INDICATOR	CGK.4.52.1.	Identifies the possessions of other children. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	CGK.4.52.2.	Shows interest in peers by including them in play, referring to them by name. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
INDICATOR	CGK.4.52.3.	Recognizes that different people have different roles and jobs in the community. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	CGK.4.52.4.	Functions as a member of various communities (e.g., classroom, neighborhood, faith-based community). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	CGK.4.52.5.	Shows interest in community workers (e.g., garbage collector, village public safety officer, mail carrier, health aid). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	CGK.4.52.6.	Participates in family routines. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Family, Community, and Culture: Community
INDICATOR	CGK.4.53.	CHILDREN DEMONSTRATE CIVIC RESPONSIBILITY - Some Indicators for Children:
INDICATOR	CGK.4.53.1.	Tries out roles and relationships through dramatic and pretend play. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

INDICATOR	CGK.4.53.2.	Recognizes that there may be different rules in different places (e.g., school rules may be different from those at home) and follows appropriate set of rules, with assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	CGK.4.53.3.	Participates actively as a member of the family or classroom community (e.g., helping during clean-up time). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR	CGK.4.53.4.	Helps adult with simple chores. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Family, Community and Culture: Culture
INDICATOR	CGK.4.54.	CHILDREN DEMONSTRATE AWARENESS AND APPRECIATION OF THEIR OWN AND OTHERS' CULTURES - Some Indicators for Children:
INDICATOR	CGK.4.54.1.	Enjoys poems, stories, and songs about a variety of people and cultures. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
INDICATOR	CGK.4.54.2.	Displays knowledge of basic concepts of own heritage and background (e.g., shows pictures or objects from home). <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
INDICATOR	CGK.4.54.3.	Asks simple questions about other children and adults (e.g., "Where is Simon?"). <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self

PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Creative Arts: Expression and Representation
INDICATOR	CGK.4.55.	CHILDREN USE CREATIVE ARTS TO EXPRESS AND REPRESENT WHAT THEY KNOW, THINK, BELIEVE, OR FEEL - Some Indicators for Children:
INDICATOR	CGK.4.55.1.	Uses a variety of materials for tactile experience and exploration (e.g. , paint, glue, 3-dimensional materials, musical instruments). <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression
INDICATOR	CGK.4.55.2.	Engages in the artistic process with enthusiasm. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts
INDICATOR	CGK.4.55.3.	Explores various ways of moving with or without music. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 35 Explores dance and movement concepts
INDICATOR	CGK.4.55.4.	Explores simple songs using voice and/or instruments. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 34 Explores musical concepts and expression
INDICATOR	CGK.4.55.5.	Engages in pretend play. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 36 Explores drama through actions and language
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CGK.4.	Cognition and General Knowledge
GOAL		Creative Arts: Understanding and Appreciation
INDICATOR	CGK.4.56.	CHILDREN DEMONSTRATE UNDERSTANDING AND APPRECIATION OF CREATIVE ARTS - Some Indicators for Children:
INDICATOR	CGK.4.56.1.	Observes and responds to artwork produced by other individuals and/or cultures. <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts

INDICATOR	CGK.4.56.2.	Imitates movement after participating in or watching others perform games or songs. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
INDICATOR	CGK.4.56.3.	Exhibits interest when watching musical, dance, or theatre performances by other individuals. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts • Objective 36 Explores drama through actions and language
INDICATOR	CGK.4.56.4.	Identifies favorite storybook characters. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language and Literacy
GOAL		Communication: Listening
INDICATOR	CLL.5.57.	CHILDREN DEMONSTRATE THE MEANING OF LANGUAGE BY LISTENING - Some Indicators for Children:
INDICATOR	CLL.5.57.1.	Enjoys finger plays (e.g., songs and games that use hands). <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
INDICATOR	CLL.5.57.2.	Responds to action words by performing the action. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences

INDICATOR	CLL.5.57.3.	Responds by looking, when directed, toward a certain object. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences
INDICATOR	CLL.5.57.4.	Attempts to locate objects when others discuss them. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences
INDICATOR	CLL.5.57.5.	Listens to short and simple stories in the home language. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.5 Emerging to 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language and Literacy
GOAL		Communication: Oral and Written Communication
INDICATOR	CLL.5.58.	CHILDREN COMMUNICATE EFFECTIVELY - Some Indicators for Children:
INDICATOR	CLL.5.58.1.	Changes intonation and tone to communicate meaning. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people
INDICATOR	CLL.5.58.2.	Uses non-verbal gestures and body language to express needs and feelings (e.g., gives spontaneous hug). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate

INDICATOR	CLL.5.58.3.	Addresses listener appropriately to get attention (e.g., when speaking to another child, uses child’s name). <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
INDICATOR	CLL.5.58.4.	Uses jargon with regular words in conversation. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people
INDICATOR	CLL.5.58.5.	Uses descriptors to describe a thing or event (e.g., “big toy,” “fun ride,” “beautiful sunset”). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
INDICATOR	CLL.5.58.6.	Uses sound effects in play. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
INDICATOR	CLL.5.58.7.	Dictates a story for adult to put in print. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
INDICATOR	CLL.5.58.8.	Draws simple pictures or scribbles word-like marks to communicate a message or an idea. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months

GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language and Literacy
GOAL		Communication: Conventions of Social Communication
INDICATOR	CLL.5.59.	CHILDREN COMPREHEND AND USE THE CONVENTIONS OF SOCIAL COMMUNICATION - Some Indicators for Children:
INDICATOR	CLL.5.59.1.	Pays attention to speaker for at least a portion of a conversation. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
INDICATOR	CLL.5.59.2.	Begins to demonstrate turn-taking in play and conversation. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Take turns
INDICATOR	CLL.5.59.3.	Makes a related comment (e.g., adult says, “Here is your water.” Child says “Cup” Or “Water cup.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
INDICATOR	CLL.5.59.4.	Makes a formal verbal or sign request or response (e.g., “May I?” “Please?” “Thank you.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
INDICATOR	CLL.5.59.5.	Follows non-verbal directions (e.g., signal for “Come here.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months

GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language and Literacy
GOAL		Language: Vocabulary
INDICATOR	CLL.5.60.	CHILDREN USE RECEPTIVE COMMUNICATION SKILLS - Some Indicators for Children:
INDICATOR	CLL.5.60.1.	Demonstrates understanding of familiar words by responding appropriately. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
INDICATOR	CLL.5.60.2.	Identifies at least three body parts, when requested. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
INDICATOR	CLL.5.60.3.	Identifies some people, objects, and actions by name. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
INDICATOR	CLL.5.60.4.	Responds to directions that include verbs (e.g., run, jump, reach, open). <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.4 Follows simple requests not accompanied by gestures
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language and Literacy
GOAL		Language: Vocabulary
INDICATOR	CLL.5.61.	CHILDREN USE EXPRESSIVE COMMUNICATION SKILLS - Some Indicators for Children:
INDICATOR	CLL.5.61.1.	Uses new vocabulary in everyday experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects

INDICATOR	CLL.5.61.2.	Demonstrates use of an expressive vocabulary of more than one hundred words, or a combination of words and signs, or alternative communication, in home language. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
INDICATOR	CLL.5.61.3.	Uses mostly two- and some three-syllable words. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
INDICATOR	CLL.5.61.4.	Asks others to label unfamiliar objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
INDICATOR	CLL.5.61.5.	Uses adjectives in speech (e.g., “red ball”) <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
INDICATOR	CLL.5.61.6.	Imitates simple two-word phrase/sentence. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.2 Uses one- or two-word sentences or phrases
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language and Literacy
GOAL		Language: Grammar and Syntax
INDICATOR	CLL.5.62.	CHILDREN DEMONSTRATE PROGRESSION IN GRAMMAR AND SYNTAX - Some Indicators for Children:

INDICATOR	CLL.5.62.1.	<p>Uses three- to four-word sentences with noun and verb.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
INDICATOR	CLL.5.62.2.	<p>Describes a self-made drawing.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate</p>
INDICATOR	CLL.5.62.3.	<p>Uses simple questions in speech, but may not use correct grammar.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
INDICATOR	CLL.5.62.4.	<p>Uses plural forms for nouns, sometimes.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
INDICATOR	CLL.5.62.5.	<p>Uses negatives (e.g., “I don’t want it.”) in English or home language.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
INDICATOR	CLL.5.62.6.	<p>Uses adjectives in phrases (e.g., big bag, green bear).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects</p>

INDICATOR	CLL.5.62.7.	Begins to use complete sentences in conversation with peers during play. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language and Literacy
GOAL		Language: Comprehension
INDICATOR	CLL.5.63.	CHILDREN DEMONSTRATE COMPREHENSION AND MEANING IN LANGUAGE - Some Indicators for Children:
INDICATOR	CLL.5.63.1.	Follows two-step directions with complex sentence structures (noun + verb + adverb, e.g., “Put dishes away quickly.” “Put dishes in the cupboard.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences
INDICATOR	CLL.5.63.2.	Answers simple questions. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
INDICATOR	CLL.5.63.3.	Asks questions that demonstrate knowledge of events or phenomena (e.g., “Why did the boy run away?” “How did the water turn blue?”). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language and Literacy
GOAL		Language: Expressive / Oral Language

INDICATOR	CLL.5.64.	CHILDREN USE LANGUAGE FOR A VARIETY OF PURPOSES - Some Indicators for Children:
INDICATOR	CLL.5.64.1.	<p>Recounts an event, with assistance.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place <p>Objective 9d.4 Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</p>
INDICATOR	CLL.5.64.2.	<p>Begins to recall parts of a previously heard story.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place <p>Objective 9d.4 Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</p>
INDICATOR	CLL.5.64.3.	<p>Requests to hear familiar stories, songs and rhymes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
INDICATOR	CLL.5.64.4.	<p>Begins to follow the sequence of events in a narrated story.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
INDICATOR	CLL.5.64.5.	<p>Uses a tape player or CD player to listen to a recorded story, with assistance.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 28 Uses tools and other technology to perform tasks
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language and Literacy
GOAL		Literacy: Reading
INDICATOR	CLL.5.65.	CHILDREN DEMONSTRATE PHONOLOGICAL AWARENESS - Some Indicators for Children:

INDICATOR	CLL.5.65.1.	<p>Recites phrases from familiar rhymes.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games</p>
INDICATOR	CLL.5.65.2.	<p>Completes a familiar rhyme by providing the last word.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously</p>
INDICATOR	CLL.5.65.3.	<p>Participates in rhyming games and songs with other children.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games</p>
INDICATOR	CLL.5.65.4.	<p>Imitates tempo and speed of sound (e.g., clapping hands fast and clapping hands slowly, speaking fast and speaking slowly).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life</p>
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language and Literacy
GOAL		Literacy: Reading (Alphabetic principle)
INDICATOR	CLL.5.66.	CHILDREN DEMONSTRATE AWARENESS OF LETTERS AND SYMBOLS - Some Indicators for Children:
INDICATOR	CLL.5.66.1.	<p>Uses symbols or pictures to represent oral language.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p>

INDICATOR	CLL.5.66.2.	Recites a song with the letters of the alphabet, with assistance (e.g., an alphabet song or recitation). <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.2 Recognizes and names a few letters in own name
INDICATOR	CLL.5.66.3.	Begins to understand that print represents words (e.g., pretends to read text). <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language and Literacy
GOAL		Literacy: Reading
INDICATOR	CLL.5.67.	CHILDREN DEMONSTRATE AWARENESS OF PRINT CONCEPTS - Some Indicators for Children:
INDICATOR	CLL.5.67.1.	Knows the right side up of a book. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
INDICATOR	CLL.5.67.2.	Turns pages, usually a single page at a time. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language and Literacy
GOAL		Literacy: Reading
INDICATOR	CLL.5.68.	CHILDREN DEMONSTRATE COMPREHENSION OF PRINTED MATERIAL AND ORAL STORIES - Some Indicators for Children:

INDICATOR	CLL.5.68.1.	<p>Uses words for pictures.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>
INDICATOR	CLL.5.68.2.	<p>Uses pictures to describe actions (e.g. , picture of person running, child says “run”).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>
INDICATOR	CLL.5.68.3.	<p>Recites familiar words in a book when read to.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.2 Contributes particular language from the book at the appropriate time</p>
INDICATOR	CLL.5.68.4.	<p>Recalls specific characters or actions from familiar stories.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
INDICATOR	CLL.5.68.5.	<p>Produces a multiple-word response to printed materials.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
INDICATOR	CLL.5.68.6.	<p>Anticipates what comes next in known stories, with assistance (e.g., anticipates the next animal in an animal concept book).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.2 Contributes particular language from the book at the appropriate time</p>
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months

GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language and Literacy
GOAL		Literacy: Reading
INDICATOR	CLL.5.69.	CHILDREN DEMONSTRATE AWARENESS THAT WRITTEN MATERIALS CAN BE USED FOR A VARIETY OF PURPOSES - Some Indicators for Children:
INDICATOR	CLL.5.69.1.	Enjoys books about different things (e.g., books about animals, occupations). <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
INDICATOR	CLL.5.69.2.	Responds to emotional expressions in a book (e.g., points to a happy face). <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
INDICATOR	CLL.5.69.3.	Recognizes print in the neighborhood, community, and environment (e.g., stop signs, store signs). <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language and Literacy
GOAL		Literacy: Reading
INDICATOR	CLL.5.70.	CHILDREN DEMONSTRATE APPRECIATION AND ENJOYMENT OF READING - Some Indicators for Children:
INDICATOR	CLL.5.70.1.	Asks to be read to. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books

INDICATOR	CLL.5.70.2.	Requests favorite book to be read repeatedly. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
INDICATOR	CLL.5.70.3.	Looks at books, magazines, and other printed matter without assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
INDICATOR	CLL.5.70.4.	Looks through books and other printed matter as though reading. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
INDICATOR	CLL.5.70.5.	Memorizes phrases from favorite books. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
INDICATOR	CLL.5.70.6.	Makes comments on book. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.2 Contributes particular language from the book at the appropriate time
INDICATOR	CLL.5.70.7.	Uses books during play. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books

INDICATOR	CLL.5.70.8.	Selects books and magazines when asked to select favorite objects/toys. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language and Literacy
GOAL		Literacy: Writing
INDICATOR	CLL.5.71.	CHILDREN DEMONSTRATE KNOWLEDGE OF LETTERS AND SYMBOLS (ALPHABET KNOWLEDGE) - Some Indicators for Children:
INDICATOR	CLL.5.71.1.	Notices both words and pictures on a page. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
INDICATOR	CLL.5.71.2.	Labels pictures using scribble writing. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
INDICATOR	CLL.5.71.3.	Uses symbols or pictures as representation of oral language. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
INDICATOR	CLL.5.71.4.	Demonstrates an understanding by pointing randomly to text while it is being read out loud that we hear and see words (e.g., a spoken word is also represented in print). <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language and Literacy
GOAL		Literacy: Writing

INDICATOR	CLL.5.72.	CHILDREN USE WRITING SKILLS AND DEMONSTRATE KNOWLEDGE OF WRITING CONVENTIONS - Some Indicators for Children:
INDICATOR	CLL.5.72.1.	Scribbles and makes marks on paper purposefully. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
INDICATOR	CLL.5.72.2.	Names scribbles (e.g., tells others what scribbles mean). <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
INDICATOR	CLL.5.72.3.	Draws horizontal and vertical lines. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
INDICATOR	CLL.5.72.4.	Uses a variety of writing tools (e.g., pencil, marker, paint brush). <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
INDICATOR	CLL.5.72.5.	Paints using whole arm to make strokes. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
INDICATOR	CLL.5.72.6.	Adjusts body position to enable writing/drawing on paper. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message

INDICATOR	CLL.5.72.7.	Pretends to write on paper without regard to location or direction. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language and Literacy
GOAL		Literacy: Writing
INDICATOR	CLL.5.73.	CHILDREN USE WRITING FOR A VARIETY OF PURPOSES - Some Indicators for Children:
INDICATOR	CLL.5.73.1.	Uses scribbles and pictures to make lists, letters, and stories. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
INDICATOR	CLL.5.73.2.	Recognizes some environmental print/symbols (e.g., stop sign). <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
INDICATOR	CLL.5.73.3.	Asks adult to label pictures that he/she has drawn. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
INDICATOR	CLL.5.73.4.	Makes cards to give peers and significant adults, with assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
PERFORMANCE / CONTENT STANDARD	AK.18-36.	Alaska Early Learning Guidelines for 18 to 36 months
GRADE LEVEL EXPECTATION / STRAND	CLL.5.	Communication, Language and Literacy
GOAL		English Language Learners: Dual Language Acquisition

INDICATOR	CLL.5.74.	CHILDREN DEMONSTRATE COMPETENCY IN HOME LANGUAGE WHILE ACQUIRING BEGINNING PROFICIENCY IN ENGLISH - Some Indicators for Children:
INDICATOR	CLL.5.74.1.	<p>Follows simple verbal direction in home language and attempts to make sense of direction given in English when accompanied by a non-verbal gesture (e.g., signal for come here).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 37 Demonstrates progress in listening to and understanding English Objective 37.4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids</p>
INDICATOR	CLL.5.74.2.	<p>Uses sounds from home language when speaking in English (e.g., Spanish “v” may be pronounced like “b” so Spanish speaking child might say “bery” for “very”).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
INDICATOR	CLL.5.74.3.	<p>Has a larger vocabulary in home language and is beginning to acquire an English vocabulary.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
INDICATOR	CLL.5.74.4.	<p>Recalls words from simple songs in home language and recognizes words from songs in English.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 37 Demonstrates progress in listening to and understanding English Objective 37.4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids</p>
INDICATOR	CLL.5.74.5.	<p>Asks simple questions in home language; uses gestures or single words to ask questions in English.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>

INDICATOR	CLL.5.74.6.	<p>Inserts words from home language while speaking in English, sometimes.</p> <p><i>GOLD</i>[®] Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 38 Demonstrates progress in speaking English <p>Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
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