



Alignment of



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

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WITH

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

This document aligns the Essential Academic Learning Requirements and the Grade Level Expectations for kindergarten in the *Washington State Kindergarten Learning Standards* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD®* assessment system.

#### References

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<p><i>Washington State Kindergarten Learning Standards</i> READING</p>	<p><i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i></p>
<p><b>EALR 1: The student understands and uses different skills and strategies to read.</b></p>	
<p><b>Component 1.1: Use word recognition skills and strategies to read and comprehend text</b></p>	
<p><b>1.1.1 Understand and apply concepts of print</b></p> <ul style="list-style-type: none"> <li>• Use directionality when listening to or following text</li> <li>• Identify front cover, back cover, and title of books</li> <li>• Recognize that print represents spoken language (e.g., environmental print and own name)</li> <li>• Recognize letters and spaces between words</li> </ul>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books     4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p> <p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts     6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
<p><b>1.1.2 Understand and apply phonological awareness and phonemic awareness</b></p> <ul style="list-style-type: none"> <li>• Substitute auditorially one phoneme for another to make a new word (e.g., beginning and ending sounds; oddity tasks)</li> <li>• Discriminate auditorially rhyme and identify rhyming words in response to an oral prompt</li> <li>• Manipulate and segment words orally by onset and rime</li> <li>• Segment and blend two and three phoneme words orally</li> </ul>	<p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme     8. Generates a group of rhyming words when given a word</p> <p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound     8. Verbally separates and blends individual phonemes in words</p>
<p><b>1.1.3 Apply understanding of oral language skills to develop reading skills</b></p> <ul style="list-style-type: none"> <li>• Participate orally in discussions/interactions (e.g., contribute descriptions, explanations, and details) when listening to stories read aloud and/or during shared reading</li> </ul>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language     6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations     4. Asks and answers questions about the text; refers to pictures</p>

<p><b>1.1.4 Apply understanding of phonics</b></p> <ul style="list-style-type: none"> <li>Identify letters of the alphabet</li> <li>Identify common consonant sounds and short vowel sounds</li> <li>Use common consonant sounds with short vowel sounds to decode three- and four-letter words</li> <li>Use knowledge of phonics to read unfamiliar words in isolation and in context</li> </ul>	<p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 8. Verbally separates and blends individual phones in words</p> <p>16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 8. Identifies and names all upper- and lowercase letters when presented in random order 16b. Uses letter-sound knowledge 8. Applies letter-sound correspondence when attempting to read and write</p>
<p><b>Component 1.2: Use vocabulary (word meaning) strategies to comprehend text</b></p>	
<p><b>1.2.1 Understand how to use resources to learn new word meanings</b></p> <ul style="list-style-type: none"> <li>Use simple resources with teacher guidance (e.g., picture dictionaries)</li> </ul>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 8. Uses various types of books for their intended purposes</p>
<p><b>1.2.2 Apply vocabulary strategies in grade level text</b></p> <ul style="list-style-type: none"> <li>Use oral language structure, letters, and pictures to predict and confirm word meaning, with teacher guidance</li> <li>Use prior knowledge and context in read aloud and/or shared reading to predict meaning of unfamiliar words</li> </ul>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions</p>
<p><b>Component 1.3: Build vocabulary through wide reading</b></p>	
<p><b>1.3.1 Understand and apply new vocabulary</b></p> <ul style="list-style-type: none"> <li>Use oral vocabulary gained through listening to a variety of read alouds from informational/expository text and literary/narrative text, including text from a variety of cultures and communities</li> </ul>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less-familiar or technical words in everyday conversations</p>
<p><b>1.3.2 Understand and apply content/academic vocabulary</b></p> <ul style="list-style-type: none"> <li>Use content/academic vocabulary during class discussions</li> </ul>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less-familiar or technical words in everyday conversations</p>

<b>Component 1.4: Apply word recognition skills and strategies to read fluently</b>	
<b>1.4.1 Know common sight words appropriate to grade-level</b> <ul style="list-style-type: none"> <li>Read selected sight words in isolation/lists</li> <li>Recognize common sight words in text</li> </ul>	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print
<b>EALR 2: The student understands the meaning of what is read.</b>	
<b>Component 2.1: Demonstrate evidence of reading comprehension</b>	
<b>2.1.1 Understand how to ask questions about text</b> Ask and answer questions before, during, and after read aloud and/or <ul style="list-style-type: none"> <li>shared reading</li> </ul>	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
<b>2.1.2 Understand how to create mental imagery</b> <ul style="list-style-type: none"> <li>Compose visual images from what is read aloud and/or during shared reading (e.g., draw a picture to represent something that was read in a story)</li> </ul>	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols  18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
<b>2.1.3 Understand that some parts of the text are more important than others</b> <ul style="list-style-type: none"> <li>Identify important parts of informational/expository text and literary/narrative text in a group discussion</li> </ul>	18. Comprehends and responds to books and other texts 18c. Retells stories 8. Retells stories with many details about characters, events, and storylines
<b>2.1.4 Understand how to use prior knowledge</b> <ul style="list-style-type: none"> <li>Make connections or identify similarities between self and text, from a variety of cultures and communities, after read alouds and/or shared reading</li> </ul>	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
<b>2.1.5 Understand how to infer/predict meaning</b> <ul style="list-style-type: none"> <li>Use pictures and culturally relevant text read aloud and/or during shared reading to predict what will happen next; support predictions using information from the text</li> <li>Make inferences orally before, during, and after hearing a story using prior knowledge, story structure, and prediction</li> </ul>	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions

<b>Component 2.2: Understand and apply knowledge of text components to comprehend text</b>	
<b>2.2.1 Know story sequence</b> <ul style="list-style-type: none"> <li>Retell familiar stories using a beginning, middle, and end. (Note: Story telling order can differ between cultures. For example, in some cultures the end of the story is told first.)</li> </ul>	18. Comprehends and responds to books and other texts 18c. Retells stories 8. Retells stories with many details about characters, events, and storylines
<b>2.2.2 Understand features of printed text and electronic sources</b> <ul style="list-style-type: none"> <li>Identify page numbers and titles in text.</li> <li>Identify and use icons.</li> </ul>	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
<b>2.2.3 Understand story elements</b> <ul style="list-style-type: none"> <li>Identify story elements of character, setting, and important events with teacher guidance.</li> </ul>	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters
<b>Component 2.3: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text</b>	
<b>2.3.1 Understand similarities within and between informational/expository text and literary/narrative text.</b> <ul style="list-style-type: none"> <li>Identify similarities in characters and settings within and between culturally relevant literary/narrative texts read aloud and/or during shared reading.</li> <li>Identify common information about a topic within and between texts (e.g., all birds in the text build their nests on the ground).</li> </ul>	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
<b>2.3.2 Understand concept of categories</b> <ul style="list-style-type: none"> <li>Sort objects by various attributes such as color, size, and purpose</li> <li>Orally sort words by various attributes (e.g., food, animals, colors, shapes)</li> </ul>	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason

<b>Component 2.4: Think critically and analyze author’s use of language, style, purpose, and perspective in informational and literary text</b>	
<b>2.4.1 Understand how to give personal responses and make connections to text</b> <ul style="list-style-type: none"> <li>Generate a personal response or make connections to text based on a teacher prompt using information from a culturally relevant read aloud and/or shared reading</li> </ul>	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
<b>2.4.2 Understand purposes of simple text</b> Identify the purpose of everyday printed materials (e.g., signs, labels, newspapers, story books, lists, etc.)	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 8. Uses various types of books for their intended purposes
<b>EALR 3: The student reads different materials for a variety of purposes.</b>	
<b>Component 3.1: Read to learn new information</b>	
<b>3.1.1 Understand that resources contain information needed to answer questions and solve problems</b> <ul style="list-style-type: none"> <li>Listen to and talk about information from a variety of types of informational/expository text</li> <li>Participate in whole-group discussions to generate questions and listen to informational/expository text for answers to those question</li> </ul>	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
<b>Component 3.2: Read to perform a task</b>	
<b>3.2.1 Understand that signs and labels convey information</b> <ul style="list-style-type: none"> <li>Explain the meaning of labels and environmental print.</li> </ul>	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
<b>Component 3.4: Read for literary/narrative experience in a variety of genres</b>	
<b>3.4.1 Understand different perspectives of family, friendship, culture, and traditions found in literature</b> <ul style="list-style-type: none"> <li>Listen to, discuss a variety of literature representing different perspectives of family, friendship, culture and tradition, and generate a personal response</li> </ul>	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult

<p><b>3.4.2 Understand traditional and contemporary literature written in a variety of genres</b></p> <ul style="list-style-type: none"> <li>Listen to and provide a personal response to literature, including culturally relevant texts from a variety of genres, by drawing, performing, and explaining</li> </ul>	<p>12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation</p>
<p><b>3.4.3 Understand that literature represents different cultures and traditions</b></p> <ul style="list-style-type: none"> <li>Identify and discuss the culture and/or traditions represented in a story with teacher guidance</li> </ul>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>
<p><b>EALR 4: The student sets goals and evaluates progress to improve reading.</b></p>	
<p><b>Component 4.2: Develop interests and share reading experiences</b></p>	
<p><b>4.2.1 Understand how readers choose books</b></p> <ul style="list-style-type: none"> <li>Choose books and share with others with teacher guidance.</li> </ul>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors</p>



<p><i>Washington State Kindergarten Learning Standards</i> MATHEMATICS</p>	<p><i>Teaching Strategies GOLD</i>® Objectives, Dimensions, and Indicators</p>
<p><b>K.1. Core Content: Whole numbers</b></p> <ul style="list-style-type: none"> <li>• K.1.A Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1.</li> <li>• K.1.B Read aloud numerals from 0 to 31.</li> <li>• K.1.C Fluently compose and decompose numbers to 5.</li> <li>• K.1.D Order numerals from 1 to 10.</li> <li>• K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set.</li> <li>• K.1.F Compare two sets of up to 10 objects each and say whether the number of objects in one set is equal to, greater than, or less than the number of objects in the other set.</li> <li>• K.1.G Locate numbers from 1 to 31 on the number line.</li> <li>• K.1.H Describe a number from 1 to 9 using 5 as a benchmark number.</li> </ul>	<p>20. Uses number concepts and operations</p> <p>20a. Counts</p> <p>8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20</p> <p>20b. Quantifies</p> <p>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> <p>20c. Connects numerals with their quantities</p> <p>8. Identifies numerals to 20 by name and connects each to counted objects</p>
<p><b>K.2. Core Content: Patterns and operations</b></p> <ul style="list-style-type: none"> <li>• K.2.A Copy, extend, describe, and create simple repetitive patterns</li> <li>• K.2.B Translate a pattern among sounds, symbols, movements, and physical objects.</li> <li>• K.2.C Model addition by joining sets of objects that have 10 or fewer total objects when joined and model subtraction by separating a set of 10 or fewer objects.</li> <li>• K.2.D Describe a situation that involves the actions of joining (addition) or separating (subtraction) using words, pictures, objects, or numbers</li> </ul>	<p>20. Uses number concepts and operations</p> <p>20b. Quantifies</p> <p>8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects</p> <p>23. Demonstrates knowledge of patterns</p> <p>6. Extends and creates simple repeating patterns</p>

<p><b>K.3. Core Content: Objects and their locations</b></p> <ul style="list-style-type: none"> <li>• K.3.A Identify, name, and describe circles, triangles, rectangles, squares (as special rectangles), cubes, and spheres.</li> <li>• K.3.B. Sort shapes using a sorting rule and explain the sorting rule.</li> <li>• K.3.C Describe the location of one object relative to another object using words such as in, out, over, under, above, below, between, next to, behind, and in front of.</li> </ul>	<p>13. Uses classification skills</p> <p>8. Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons</p> <p>21. Explores and describes spatial relationships and shapes</p> <p>21a. Understands spatial relationships</p> <p>6. Uses and responds appropriately to positional words indicating location, direction, and distance</p> <p>21b. Understands shapes</p> <p>6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
<p><b>K.4. Additional Key Content</b></p> <ul style="list-style-type: none"> <li>• K.4.A Make direct comparisons using measurable attributes such as length, weight, and capacity.</li> </ul>	<p>22. Compares and measures</p> <p>6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
<p><b>K.5. Core Processes: Reasoning, problem solving, and communication</b></p> <ul style="list-style-type: none"> <li>• K.5.A Identify the question(s) asked in a problem.</li> <li>• K.5.B Identify the given information that can be used to solve a problem.</li> <li>• K.5.C Recognize when additional information is required to solve a problem.</li> <li>• K.5.D Select from a variety of problem-solving strategies and use one or more strategies to solve a problem.</li> <li>• K.5.E Answer the question(s) asked in a problem.</li> <li>• K.5.F Describe how a problem was solved.</li> <li>• K.5.G Determine whether a solution to a problem is reasonable.</li> </ul>	<p>11. Demonstrates positive approaches to learning</p> <p>11c. Solves problems</p> <p>8. Thinks problems through, considering several possibilities and analyzing results</p> <p>11d. Shows curiosity and motivation</p> <p>8. Uses a variety of resources to find answers to questions</p> <p>11e. Shows flexibility and inventiveness in thinking</p> <p>8. Thinks through possible long-term solutions and takes on more abstract challenges</p>

<p style="text-align: center;"><i>Washington State Kindergarten Learning Standards</i></p> <p style="text-align: center;">SCIENCE</p>	<p style="text-align: center;"><i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i></p>
<p><b>EALR 1: Systems: Part-Whole Relationships</b></p>	
<p><b>K-1 SYSA Living and nonliving things are made of parts. People give names to the parts that are different from the name of the whole object, plant, or animal.</b></p> <ul style="list-style-type: none"> <li>• Name at least five different parts, given an illustration of a whole object, plant, or animal.</li> <li>• Compare a part of an object with the whole object, correctly using the words “whole” and “part.”</li> </ul>	<p>20. Uses number concepts and operations</p> <p>20b. Quantifies</p> <p style="padding-left: 20px;">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> <p>24. Uses scientific inquiry skills</p>
<p><b>K-1 SYSB Some objects can easily be taken apart and put back together again while other objects cannot be taken apart without damaging them (e.g., books, pencils, plants, and animals).</b></p> <ul style="list-style-type: none"> <li>• Identify which of several common objects may be taken apart and put back together without damaging them, and which objects cannot be taken apart without damaging them.</li> </ul>	<p>21. Explores and describes spatial relationships and shapes</p> <p>21b. Understands shapes</p> <p style="padding-left: 20px;">8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p> <p>26. Demonstrates knowledge of the physical properties of objects and materials</p>
<p><b>EALR 2: Inquiry: Making Observations</b></p>	
<p><b>K-1 INQA Question and Investigate: Scientific investigations involve asking and trying to answer a question about the natural world by making and recording observations.</b></p> <ul style="list-style-type: none"> <li>• Ask questions about objects, organisms, and events in their environment.</li> <li>• Follow up a question by looking for an answer through students’ own activities rather than only asking an adult to answer the question.</li> <li>• Observe patterns and relationships in the natural world, and record observations in a table or picture graph.</li> </ul>	<p>24. Uses scientific inquiry skills</p>
<p><b>K-1 INQB Model: Many children’s toys are models that represent real things in some ways but not in other ways.</b></p> <ul style="list-style-type: none"> <li>• Given a child’s toy that is a model of an object found in the real world, explain how it is like and unlike the object it represents.</li> </ul>	<p>24. Uses scientific inquiry skills</p>

<p><b>K-1 INQC Explain and Infer: Scientists develop explanations using recorded observations (evidence).</b></p> <ul style="list-style-type: none"> <li>Describe patterns of data recorded, using tallies, tables, picture graphs, or bar-type graphs.</li> <li>Participate in a discussion of how the recorded data (evidence) might help to explain the observations.</li> </ul>	24. Uses scientific inquiry skills
<p><b>K-1 INQD Communicate: Scientists report on their investigations to other scientists, using drawings and words.</b></p> <ul style="list-style-type: none"> <li>Report observations of simple investigations, using drawings and simple sentences.</li> <li>Listen to and use observations (evidence) made by other students.</li> </ul>	24. Uses scientific inquiry skills
<p><b>K-1 INQE Communicate: Observations are more reliable if repeated, especially if repeated by different people.</b></p> <ul style="list-style-type: none"> <li>State verbally or in writing a need to repeat observations (evidence) to be certain the results are more reliable.</li> </ul>	24. Uses scientific inquiry skills
<p><b>K-1 INQF Intellectual Honesty: All scientific observations must be reported honestly and accurately.</b></p> <ul style="list-style-type: none"> <li>Record observations (evidence) honestly and accurately.</li> </ul>	24. Uses scientific inquiry skills
<b>EALR 3: Application: Tools and Materials</b>	
<p><b>K-1 APPA Common tools can be used to solve problems.</b></p> <ul style="list-style-type: none"> <li>Use simple tools and materials to solve a simple problem.</li> </ul>	28. Uses tools and other technology to perform tasks
<p><b>K-1 APPB Different materials are more suitable for some purposes than for other purposes.</b></p> <ul style="list-style-type: none"> <li>Choose a material to meet a specific need and explain why that material was chosen.</li> </ul>	26. Demonstrates knowledge of the physical properties of objects and materials
<p><b>K-1 APPC A problem may have more than one acceptable solution</b></p> <ul style="list-style-type: none"> <li>Develop two possible solutions to solve a simple problem.</li> </ul>	11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results

<p><b>K-1 APPD Counting, classifying, and measuring can sometimes be helpful in solving a problem.</b></p> <ul style="list-style-type: none"> <li>Apply the abilities of counting, measuring, and classifying to solving a problem.</li> </ul>	<p>13. Uses classification skills 8. Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons</p> <p>20. Uses number concepts and operations 20a. Counts 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20</p> <p>22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth</p>
<p><b>EALR 4: Physical Science: Push-Pull and Position</b></p>	
<p><b>K-1 PS1A The position of an object can be described by locating it relative to another object or to the object’s surroundings.</b></p> <ul style="list-style-type: none"> <li>Use common terms so that all observers can agree on the position of an object in relation to another object.</li> </ul>	<p>21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance</p>
<p><b>K-1 PS1B Motion is defined as a change in position over time.</b></p> <ul style="list-style-type: none"> <li>Demonstrate motion by moving an object by pushing or pulling it.</li> <li>When asked to move the object farther, respond by pushing or pulling it more strongly.</li> <li>Explain that a push or a pull is a force.</li> </ul>	<p>26. Demonstrates knowledge of the physical properties of objects and materials</p>
<p><b>K-1 PS1C A force is a push or a pull. Pushing or pulling can move an object. The speed an object moves is related to how strongly it is pushed or pulled.</b></p> <ul style="list-style-type: none"> <li>Respond to a request to move an object (e.g., toy wagon, doll, or book) by pushing or pulling it.</li> <li>When asked to move the object farther, respond by pushing or pulling it more strongly.</li> <li>Explain that a push or a pull is a force.</li> </ul>	<p>26. Demonstrates knowledge of the physical properties of objects and materials</p>

<p><b>K-1 PS1D Some forces act by touching and other forces can act without touching.</b></p> <ul style="list-style-type: none"> <li>Distinguish a force that acts by touching it with an object from a force that can act without touching.</li> </ul>	<p>26. Demonstrates knowledge of the physical properties of objects and materials</p>
<p><b>EALR 4: Physical Science: Liquids and Solids</b></p>	
<p><b>K-1 PS2A Liquids take the shape of the part of the container they occupy.</b></p> <ul style="list-style-type: none"> <li>Predict the shape that water will take in a variety of different containers.</li> </ul>	<p>26. Demonstrates knowledge of the physical properties of objects and materials</p>
<p><b>K-1 PS2B Solids retain their shape regardless of the container they are in.</b></p> <ul style="list-style-type: none"> <li>Predict that frozen water will retain its shape when moved among containers of different shapes.</li> <li>Given several substances, sort them into those that are liquid and those that are solid.</li> </ul>	<p>26. Demonstrates knowledge of the physical properties of objects and materials</p>
<p><b>EALR 4: Earth and Space Science: Observing the Sun and Moon</b></p>	
<p><b>K-1 ES1A Many things can be seen in the sky. Some change minute by minute, while others move in patterns that can be seen if they are observed day after day.</b></p> <ul style="list-style-type: none"> <li>Observe and communicate the many things that can be seen in the sky that change minute by minute and those that change their shape or position in observable patterns day</li> </ul>	<p>27. Demonstrates knowledge of Earth’s environment</p>
<p><b>K-1 ES1B The position of the Sun in the sky appears to change during the day.</b></p> <ul style="list-style-type: none"> <li>Compare the position of the Sun in the sky in the morning with its position in the sky at the midday and in the afternoon.</li> </ul>	<p>22. Compares and measure 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from <i>first</i> to <i>tenth</i></p> <p>27. Demonstrates knowledge of Earth’s environment</p>
<p><b>K-1 ES1C The Moon can be seen sometimes during the day and sometimes during the night. The Moon appears to have different shapes on different days.</b></p> <ul style="list-style-type: none"> <li>Observe the moon during different times of the day and month, and draw its apparent shape.</li> </ul>	<p>27. Demonstrates knowledge of Earth’s environment</p>

<b>EALR 4: Earth and Space Science: Properties and Change</b>	
<b>K-1 ES2A Some objects occur in nature; others have been designed and processed by people.</b> <ul style="list-style-type: none"> <li>Sort objects into two groups: natural and human-made.</li> </ul>	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason  27. Demonstrates knowledge of Earth’s environment
<b>K-1 ES2B Earth materials include solid rocks, sand, soil, and water. These materials have different observable physical properties.</b> <ul style="list-style-type: none"> <li>Describe Earth objects using appropriate terms, such as hard, soft, dry, wet, heavy, and light, to describe these materials.</li> <li>Sort Earth objects by one observable property.</li> <li>Compare Earth objects by at least two properties.</li> </ul>	27. Demonstrates knowledge of Earth’s environment
<b>K-1 ES2C Some Earth objects are made of more than one material.</b> <ul style="list-style-type: none"> <li>Observe and describe objects made of more than one Earth material.</li> </ul>	27. Demonstrates knowledge of Earth’s environment
<b>EALR 4: Life Science: Plant and Animal Parts</b>	
<b>K-1 LS1A The human body is made up of various external parts.</b> <ul style="list-style-type: none"> <li>Identify the external parts of a human body.</li> </ul>	25. Demonstrates knowledge of the characteristics of living things
<b>K-1 LS1B All plants and animals have various external parts.</b> <ul style="list-style-type: none"> <li>Identify the external parts of different plants and animals.</li> </ul>	25. Demonstrates knowledge of the characteristics of living things
<b>K-1 LS1C The parts of a plant or animal appear different under a magnifier compared with the unaided eye.</b> <ul style="list-style-type: none"> <li>Observe how parts of a plant or animal look under a magnifier and draw or use words to describe them.</li> </ul>	25. Demonstrates knowledge of the characteristics of living things
<b>K-1 LS1D Different animals use their body parts in different ways to see, hear, grasp objects, and move from place to place.</b> <ul style="list-style-type: none"> <li>Compare how different animals use the same body parts for different purposes.</li> </ul>	25. Demonstrates knowledge of the characteristics of living things
<b>K-1 LS1E Animals have various ways of obtaining food and water. Nearly all animals drink water or eat foods that contain water.</b> <ul style="list-style-type: none"> <li>Compare how different animals obtain food and water.</li> </ul>	25. Demonstrates knowledge of the characteristics of living things

<p><b>K-1 LS1F Most plants have roots to get water and leaves to gather sunlight.</b></p> <ul style="list-style-type: none"> <li>Explain that most plants get water from soil through their roots and that they gather light through their leaves.</li> </ul>	<p>25. Demonstrates knowledge of the characteristics of living things</p>
<p><b>EALR 4: Life Science: Habitats</b></p>	
<p><b>K-1 LS2A There are different kinds of natural areas, or habitats, where many different plants and animals live together.</b></p> <ul style="list-style-type: none"> <li>Investigate an area near their home or school where many different plants and animals live together, and describe the different plants and animals found there.</li> </ul>	<p>25. Demonstrates knowledge of the characteristics of living things</p>
<p><b>K-1 LS2B A habitat supports the growth of many different plants and animals by meeting their basic needs of food, water, and shelter.</b></p> <ul style="list-style-type: none"> <li>Identify the characteristics of a habitat that enable the habitat to support the growth of many different plants and animals.</li> </ul>	<p>25. Demonstrates knowledge of the characteristics of living things</p>
<p><b>K-1 LS2C Humans can change natural habitats in ways that can be helpful or harmful for the plants and animals that live there.</b></p> <ul style="list-style-type: none"> <li>List two or more things that humans do that might harm plants and animals in a given habitat.</li> <li>Communicate ways that humans protect habitats and/or improve conditions for the growth of the plants and animals that live there.</li> </ul>	<p>25. Demonstrates knowledge of the characteristics of living things</p>
<p><b>EALR 4: Life Science: Classifying Plants and Animals</b></p>	
<p><b>K-1 LS3A Some things are alive and others are not.</b></p> <ul style="list-style-type: none"> <li>Use logical rules to sort objects into two groups, those that are alive and those that are not.</li> </ul>	<p>25. Demonstrates knowledge of the characteristics of living things</p>
<p><b>K-1 LS3B There are many different types of living things on Earth. Many of them are classified as plants or animals.</b></p> <ul style="list-style-type: none"> <li>Given a list, illustrations, or actual plants or animals, classify them as plants or animals.</li> </ul>	<p>25. Demonstrates knowledge of the characteristics of living things</p>



<p><b>K-1 LS3C External features of animals and plants are used to classify them into groups.</b></p> <ul style="list-style-type: none"><li>• Describe several external features and behaviors of animals that can be used to classify them.</li><li>• Describe several external features of plants that can be used to classify them.</li><li>• Give examples to illustrate how pairs of plants and/or animals are similar to and different from each other.</li></ul>	<p>25. Demonstrates knowledge of the characteristics of living things</p>
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Washington State Kindergarten Learning Standards WRITING	Teaching Strategies GOLD® Objectives, Dimensions, and Indicators
<b>EALR 1: The student understands and uses a writing process.</b>	
<b>Component 1.1: Prewrites to generate ideas and plan writing.</b>	
<b>1.1.1 Uses pictures and talk for thinking about and planning writing.</b> <ul style="list-style-type: none"> <li>• Uses drama, visuals, and concrete objects to plan writing.</li> <li>• Uses multicultural literature (fiction and nonfiction) to stimulate ideas.</li> </ul>	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
<b>Component 1.2: Produces draft(s).</b>	
<b>1.2.1 Produces a draft of words, captions, and/or sentences</b> <ul style="list-style-type: none"> <li>• Writes a caption or sentences to explain a drawing.</li> <li>• Labels pictures.</li> </ul>	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
<b>Component 1.3: Revises to improve text.</b>	
<b>1.3.1 Understands that writing can be changed.</b> <ul style="list-style-type: none"> <li>• Finds something that can be improved in own and others' writing.</li> <li>• Adds details to change drawing and writing to better represent ideas.</li> </ul>	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
<b>Component 1.4: Edits text</b>	
<b>1.4.1 Understands that there are conventions of punctuation and capitalization in writing</b> <ul style="list-style-type: none"> <li>• Calls out places where ending punctuation and capitalization are needed during shared writing.</li> <li>• Works with partner to edit writing for punctuation and capitalization.</li> </ul>	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
<b>Component 1.5: Publishes text to share with audience.</b>	
<b>1.5.1 Publishes own writing</b> <ul style="list-style-type: none"> <li>• Shares publishes work</li> </ul>	19. Demonstrates emergent writing skills 19b. Writes to convey meaning

	6. Late invented spelling
<b>EALR 2: The student writes in a variety of forms for different audiences and purposes.</b>	
<b>Component 2.1: Adapts writing for a variety of audiences</b>	
<b>2.1.1 Knows that an audience exists outside of self.</b> <ul style="list-style-type: none"> <li>• Draws and writes for self, family, friends, and teacher.</li> <li>• Identifies the intended audience for a picture or written piece.</li> </ul>	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
<b>Component 2.2: Writes for different purposes.</b>	
<b>2.2.1 Demonstrates understanding that writing has different purposes.</b> <ul style="list-style-type: none"> <li>• Draws and writes to communicate with others</li> <li>• Draws and writes to retell, inform, and entertain.</li> </ul>	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
<b>Component 2.3: Writes in a variety of forms/genres.</b>	
<b>2.3.1 Understands there is more than one form/genre of writing.</b> <ul style="list-style-type: none"> <li>• Identifies and uses more than one form/genre</li> </ul>	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 8. Uses various types of books for their intended purposes
<b>Component 2.4: Writes for career applications</b>	
<b>2.4.1 Knows important personal information.</b> <ul style="list-style-type: none"> <li>• Writes own name.</li> </ul>	19. Demonstrates emergent writing skills 19a. Writes name 6. Accurate name
<b>EALR 3: The student writes clearly and effectively.</b>	
<b>Component 3.1: Develops ideas and organizes writing.</b>	
<b>3.1.1 Analyzes ideas, selects topic, and adds detail.</b> <ul style="list-style-type: none"> <li>• Draws and labels pictures.</li> <li>• Dictates ideas that match pictures to a scribe when necessary</li> <li>• Uses words and pictures to express ideas.</li> <li>• Uses multicultural picture books as models to generate ideas.</li> </ul>	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas  19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling

<p><b>3.12 Understands that writing is organized around one topic.</b></p> <ul style="list-style-type: none"> <li>Organizes ideas on one topic orally.</li> <li>Writes a story in pictures and in words following a pattern from literature</li> </ul>	<p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling</p>
<p><b>Component 3.2: Uses appropriate style.</b></p>	
<p><b>3.2.1 Understands concept of personal voice</b></p> <ul style="list-style-type: none"> <li>Uses detail and color in drawings</li> <li>Listens for and discusses voice in multicultural read-alouds.</li> </ul>	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>
<p><b>3.2.2 Uses a variety of words</b></p> <ul style="list-style-type: none"> <li>Builds a rich vocabulary through talking, listening, and language activities.</li> <li>Uses words from environmental print.</li> <li>Uses classroom resources.</li> </ul>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less-familiar or technical words in everyday conversations</p>
<p><b>3.2.3 Understands sentence fluency.</b></p> <ul style="list-style-type: none"> <li>Listens to and discusses different sentence structures in read-alouds (e.g.. “Do you notice that some sentences are short and some are long?”)</li> <li>Participates in shared reading/writing of poems, songs, charts, and prose.</li> </ul>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules</p>
<p><b>Component 3.3: Knows and applies appropriate grade level writing conventions.</b></p>	
<p><b>3.3.1 Understands and applies directionality and spacing of letters.</b></p> <ul style="list-style-type: none"> <li>Writes uppercase and lowercase letters.</li> <li>Writes letters reasonably close to one another</li> <li>Writes left to right and top to bottom</li> </ul>	<p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling</p>
<p><b>3.3.2 Uses phonemes and letter knowledge in phonetic spelling.</b></p> <ul style="list-style-type: none"> <li>Spells some high-frequency one-to three-letter words.</li> <li>Uses beginning and ending sounds to write words.</li> <li>Understands that the sequence of letters in a word matches the sequence of sounds.</li> </ul>	<p>16. Demonstrates knowledge of the alphabet 16 b. Uses letter–sound knowledge 8. Applies letter–sound correspondence when attempting to read and write</p>

<ul style="list-style-type: none"> <li>• Uses classroom resources.</li> </ul>	
<b>3.3.3 Applies capitalization rules.</b> <ul style="list-style-type: none"> <li>• Capitalizes first letter in first and last name.</li> <li>• Capitalizes pronoun “I.”</li> <li>• Identifies capital letters during shared reading and writing.</li> </ul>	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 8. Identifies and names all upper- and lowercase letters when presented in random order
<b>3.3.4 Understands use of end marks in writing</b> <ul style="list-style-type: none"> <li>• Observes and discusses use of ending punctuation in shared writing.</li> </ul>	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
<b>3.3.5 Applies usage rules</b> <ul style="list-style-type: none"> <li>• Uses pronouns as substitutes for nouns orally.</li> <li>• Uses correct singular and plural nouns orally.</li> </ul>	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
<b>EALR 4: The student analyzes and evaluates the effectiveness of written work.</b>	
<b>Component 4.1: Analyzes and evaluates others’ and own writing.</b>	
<b>4.4.1 Understands criteria are used to select a preferred piece of writing</b> <ul style="list-style-type: none"> <li>• Discusses preferred stories and authors.</li> </ul>	18. comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
<b>4.1.2 Uses specific criteria for analyzing own writing.</b> <ul style="list-style-type: none"> <li>• Participates in developing classroom criteria.</li> </ul>	11. Demonstrates positive approaches to learning 11b. Persists 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
<b>Component 4.2: Sets goals for improvement.</b>	
<b>4.2.1 Identifies general goals for own writing.</b> <ul style="list-style-type: none"> <li>• Confers with teacher to set goals.</li> <li>• Monitors progress with a goal sheet.</li> <li>• Selects pieces that demonstrate new learning.</li> </ul>	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed

<p style="text-align: center;"><i>Washington State Kindergarten Learning Standards</i> COMMUNICATION</p>	<p style="text-align: center;"><i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i></p>
<p><b>EALR 1: The student uses listening and observation skills and strategies to gain understanding.</b></p>	
<p><b>Component 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.</b></p>	
<p><b>1.1.1 Understands how to adapt attentive behavior to accommodate the listening situation</b></p> <ul style="list-style-type: none"> <li>• With teacher prompt, adapts listening behavior to attend to a task.</li> <li>• Attends to the task in group activities.</li> <li>• Responds to verbal and nonverbal cues associated with the situation.</li> </ul>	<p>3. Participates cooperatively and constructively in group situations  3a. Balances needs and rights of self and others      8. Cooperates and shares ideas and materials in socially acceptable ways  3b. Solves social problems      8. Resolves social problems through negotiation and compromise</p> <p>10. Uses appropriate conversational and other communication skills  10b. Uses social rules of language      8. Uses acceptable language and social rules during communication with others</p> <p>11. Demonstrates positive approaches to learning  11a. Attends and engages      8. Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions</p>
<p><b>1.1.2 Applies listening and observation skills to recall and interpret information.</b></p> <ul style="list-style-type: none"> <li>• Follows two-step oral directions for routines.</li> <li>• Answers a variety of questions: who, what, when, where, why, whose, yes/no.</li> <li>• Identifies and describes pictures, signs, sounds, symbols.</li> </ul>	<p>8. Listens to and understands increasingly complex language  8a. Comprehends language      8. Responds appropriately to complex statements, questions, vocabulary, and stories</p> <p>8b. Follows directions  6. Follows directions of two or more steps that relate to familiar objects and experiences</p> <p>14. Uses symbols and images to represent something not present  14a. Thinks symbolically      6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>

<b>Component 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.</b>	
<b>1.2.1 Understands how to infer and make personal connections to auditory and visual information.</b> <ul style="list-style-type: none"> <li>• Makes simple inferences.</li> <li>• Listens for, identifies, and explains personal connections to events.</li> <li>• Identifies and expresses one’s own feelings related to an event with teacher support.</li> </ul>	1.Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time  18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story using pictures, text, and props; begins to make inferences and draw conclusions
<b>EALR 2: The student uses communication skills and strategies to interact/work effectively with others.</b>	
<b>Component 2.1: Uses language to interact effectively and responsibly in a multicultural context.</b>	
<b>2.1.1 Understands that language is adjusted to the needs of the audience, situation, and setting.</b> <ul style="list-style-type: none"> <li>• Selects language that is courteous.</li> </ul>	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 8. Uses acceptable language and social rules during communication with others
<b>Component 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</b>	
<b>2.2.1 Understands how to show respect for others’ input.</b> <ul style="list-style-type: none"> <li>• Expresses support and acceptance by allowing others to speak without interrupting.</li> </ul>	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 8. Recognizes that others’ feelings about a situation might be different from his or her own 2c. Interacts with peers 8. Interacts cooperatively in groups of four or five children
<b>2.2.2 Understands how to contribute responsibly in a one-to-one conversation or group setting.</b> <ul style="list-style-type: none"> <li>• Shares own ideas.</li> <li>• Demonstrates conversation skills.</li> </ul>	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 8. Engages in complex, lengthy conversations (five or more exchanges)  11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas

<b>Component 2.3: Uses skills and strategies to communicate interculturally.</b>	
<b>2.3.1 Recognizes that each person is unique.</b> <ul style="list-style-type: none"> <li>Describes individual similarities and differences in a nonjudgmental or stereotypical manner.</li> <li>Identifies different languages and recalls greetings or phrases.</li> </ul>	30. Shows basic understanding of people and how they live
<b>2.3.2 Recognizes that there are different languages.</b> <ul style="list-style-type: none"> <li>Identifies different languages and recalls greetings of phrases (e.g., from cultures in the classroom, community, and country, including sign language).</li> </ul>	30. Shows basic understanding of people and how they live
<b>EALR 3: The student uses communication skills and strategies to effectively present ideas and one’s self in a variety of situations.</b>	
<b>Component 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations.</b>	
<b>3.1.1 Understands how to plan effective oral communication and presentation.</b> <ul style="list-style-type: none"> <li>Demonstrates and awareness that an audience exists outside of one’s self.</li> <li>Chooses content that matches topic.</li> </ul>	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 8. Recognizes that others’ feelings about a situation might be different from his or her own  11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions
<b>Component 3.2: Uses media and other resources to support presentations.</b>	
<b>3.2.1 Understands how to use media and resources in oral presentations.</b> <ul style="list-style-type: none"> <li>Uses visual aids with teacher guidance.</li> </ul>	33. Explores the visual arts



<b>Component 3.3: Uses effective delivery.</b>	
<p><b>3.3.1 Applies skills for delivery of effective oral communication and presentations.</b></p> <ul style="list-style-type: none"> <li>• Faces audience while speaking, with teacher guidance</li> <li>• Shows that there is recognition of different volumes for voice.</li> <li>• Speaks in complete five-or six-word sentences to describe people, places, things, locations, and actions</li> <li>• Speaks clearly and distinctly.</li> <li>• Produces correct speech patterns.</li> </ul>	<p>1.Regulates own emotions and behaviors  1b. Follows limits and expectations  8. Applies rules in new but similar situations</p> <p>9. Uses language to express thoughts and needs  9b. Speaks clearly  8. Pronounces multisyllabic or unusual words correctly</p> <p>9c. Uses conventional grammar  8. Uses long, complex sentences and follows most grammatical rules.</p> <p>9d. Tells about another time or place  8. Tells elaborate stories that refer to other times and places</p> <p>10. Uses appropriate conversational and other communication skills  10b. Uses social rules of language  8. Uses acceptable language and social rules during communication with others</p>

<p><i>Washington State Kindergarten Learning Standards</i> SOCIAL STUDIES</p>	<p><i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i></p>
<p><b>Civics</b></p>	
<p><b>1.2.2 Understands the purpose of rules in the classroom and school.</b></p> <ul style="list-style-type: none"> <li>• Explains that classroom rules are important so everyone can learn.</li> <li>• Explains that playground rules are important so everyone is safe.</li> </ul>	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p>
<p><b>1.2.1 Remembers the people who make and carry out rules in the classroom and school.</b></p> <ul style="list-style-type: none"> <li>• Identifies the teacher, principal, vice principal, counselor, and others who make and carry out rules at the school.</li> </ul>	<p>30. Shows basic understanding of people and how they live</p>
<p><b>1.1.1 Understands the key ideals of justice and fairness within the context of the classroom community.</b></p> <ul style="list-style-type: none"> <li>• Explains that there are rules to follow in the classroom and on the playground.</li> <li>• Explains that students can demonstrate fairness by sharing classroom supplies and playground equipment.</li> </ul>	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations</p> <p>3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors</p>
<p><b>1.1.2 Applies the ideals of justice and fairness when making choices or decisions in the classroom or on the playground.</b></p> <ul style="list-style-type: none"> <li>• Uses the classroom rules when making choices about behavior in the classroom and on the playground.</li> <li>• Uses the ideal of fairness when sharing classroom supplies and playground equipment.</li> </ul>	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations</p> <p>3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways</p>
<p><b>Social Studies Skills</b></p>	
<p><b>5.2.1 Understands how to ask questions about the classroom and school community.</b></p> <ul style="list-style-type: none"> <li>• Brainstorms questions about playground rules.</li> <li>• Brainstorms questions about people who work at the school.</li> </ul>	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations</p> <p>30. Shows basic understanding of people and how they live</p>
<p><b>5.1.1 Understands one's point of view.</b></p> <ul style="list-style-type: none"> <li>• Explains one's point of view about a playground rule.</li> </ul>	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations</p>

<p><b>5.1.2 Evaluates the fairness of one’s point of view.</b></p> <ul style="list-style-type: none"> <li>• Determines one’s point of view about a playground rule based on how fair it is to oneself and others.</li> <li>• Determines how to share playground equipment fairly.</li> </ul>	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations</p>
<p><b>5.3.1 States own viewpoints and listens to viewpoints of others.</b></p> <ul style="list-style-type: none"> <li>• States own viewpoint on following classroom rules and listens to the viewpoints of classmates and teacher.</li> <li>• States own viewpoint on fairness and listens to the viewpoints of classmates and the teacher.</li> </ul>	<p>3. Participates cooperatively and constructively in group situations 3b. Solves social problems 8. Resolves social problems through negotiation and compromise</p>
<p><b>History</b></p>	
<p><b>4.1.1 Understands and creates timelines to show personal events in a sequential manner.</b></p> <ul style="list-style-type: none"> <li>• Creates and explains an individual timeline that shows personal events over time.</li> <li>• Creates and explains a classroom timeline to show major events.</li> </ul>	<p>31. Explores change related to familiar people or places</p>
<p><b>Social Studies Skills</b></p>	
<p><b>5.4.1 Retells and explains personal history.</b></p> <ul style="list-style-type: none"> <li>• Retells a sequence of events that have happened over time.</li> <li>• Explains physical changes over time.</li> </ul>	<p>31. Explores change related to familiar people or places</p>

<p><i>Washington State Kindergarten Learning Standards</i> THE ARTS</p>	<p><i>Teaching Strategies GOLD</i>® Objectives, Dimensions, and Indicators</p>
<p><b>EALR 1: The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.</b></p>	
<p><b>Component 1.1: Understands and applies arts concepts and vocabulary</b></p> <ul style="list-style-type: none"> <li>Creates and experiences artworks and/or performances in dance, music, theatre, and visual arts using arts concepts and vocabulary.</li> </ul>	<p>33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language</p>
<p><b>Component 1.2: Develops arts skills and techniques.</b></p> <ul style="list-style-type: none"> <li>Applies, experiences, and practices basic arts skills and techniques in dance, music, theatre, and visual arts.</li> </ul>	<p>33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language</p>
<p><b>Component 1.3: Understands and applies arts genres and styles of various artists, cultures, and times.</b></p> <ul style="list-style-type: none"> <li>Creates, experiences, and examines artworks and/or performances based on arts genres and styles of various artists, cultures, and times.</li> </ul>	<p>33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language</p>
<p><b>Component 1.4: Understands and applies audience conventions in a variety of settings and performances of the arts.</b></p> <ul style="list-style-type: none"> <li>Applies and practices audience conventions in a variety of arts settings and performances.</li> </ul>	<p>33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language</p>
<p><b>EALR 2: The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.</b></p>	
<p><b>Component 2.1: Applies a creative process to the arts (dance, music, theatre, and visual arts.)</b></p> <ul style="list-style-type: none"> <li>Creates, experiences, and develops artworks and/or performances/presentations utilizing the creative process structure.</li> </ul>	<p>33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language</p>
<p><b>Component 2.2: Applies a performance and/or presentation process to the arts (dance, music, theatre, and visual arts)</b></p> <ul style="list-style-type: none"> <li>Creates, experiences, and develops artworks and/or performances/presentations utilizing the performance process structure.</li> </ul>	<p>33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language</p>

<p><b>Component 2.3: Applies a responding process to an arts performance and/or presentation of dance, music, theatre, and visual arts</b></p> <ul style="list-style-type: none"> <li>Experiences, practices, and applies a responding process structure to an arts performance and/or presentation.</li> </ul>	<p>33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language</p>
<p><b>EALR 3: The Student communicates through the arts (dance, music, theatre, and visual arts.)</b></p>	
<p><b>Component 3.1: Uses the arts to express feelings and present ideas.</b></p> <ul style="list-style-type: none"> <li>Presents ideas and expresses feelings at beginning levels using appropriate artistic symbols in a variety of genres and styles in dance, music, theatre, and visual arts.</li> </ul>	<p>33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language</p>
<p><b>Component 3.2 Uses the arts to communicate for a specific purpose</b></p> <ul style="list-style-type: none"> <li>Creates and/or performs an artwork to communicate for a given purpose in dance, music, theatre, and visual arts.</li> </ul>	<p>33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language</p>
<p><b>Component 3.3: Develops personal aesthetic criteria to communicate artistic choices.</b></p> <ul style="list-style-type: none"> <li>Shares and demonstrates how individual and personal aesthetic criteria are reflected in artworks and/or performances in dance, music, theatre, and visual arts.</li> </ul>	<p>33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language</p>
<p><b>EALR 4: The student makes connections within and across the arts (dance, music, theatre, and visual arts) to other disciplines, life, cultures, and work.</b></p>	
<p><b>Component 4.1: Demonstrates and analyzes the connections among the arts disciplines (dance, music, theatre, and visual arts).</b></p> <ul style="list-style-type: none"> <li>Demonstrates and applies the skills, concepts, and vocabulary common among the arts disciplines (dance, music, theatre, and visual arts) in personal artworks, presentations, and/or performances at beginning levels.</li> </ul>	<p>33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language</p>

<p><b>Component 4.2: Demonstrates and analyzes the connections among the arts and between the arts and other content areas.</b></p> <ul style="list-style-type: none"> <li>• Demonstrates and applies the skills, concepts, and vocabulary common among and between the arts disciplines (dance, music, theatre, and visual arts) and other content areas at beginning levels.)</li> <li>• Demonstrates and applies the skills, concepts, and vocabulary common among and between the arts disciplines (dance, music, theatre, and visual arts) and other content areas at beginning levels.</li> </ul>	<p>33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language</p>
<p><b>Component 4.3: Understands how the arts impact and reflect personal choices throughout life.</b></p> <ul style="list-style-type: none"> <li>• Shares and applies how the arts impact personal and community choices.</li> </ul>	<p>33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language</p>
<p><b>Component 4.4: Understands how the arts influence and reflect cultures/civilization, place, and time.</b> Compares and shares how the specific attributes of artworks, presentations, and performances reflect cultures and traditions.</p>	<p>33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language</p>
<p><b>Component 4.5: Understands how arts knowledge and skills are used in the world of work, including careers in the arts.</b></p> <ul style="list-style-type: none"> <li>• Identifies, defines, and practices how arts knowledge, skills, and work habits are needed and used in the world of work.</li> </ul>	<p>30. Shows basic understanding of people and how they live 33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language</p>
<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Students learn locomotor and non-locomotor skills. They discover and become aware of self-space and general space. Students learn to demonstrate self control while viewing performances.</li> </ul>	<p>35. Explores dance and movement concepts</p>
<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Students echo pitches, dynamics, beats, and rhythms. They experience, explore, and discover pitch and melody, dynamics, tempo, and sound sources as they use their voices, bodies, and instruments in games and activities. They discover traditional children’s songs, nursery rhymes, folk songs, classical music, and world music. Students begin to develop singing and playing skills and techniques while exploring the elements of music.</li> </ul>	<p>34. Explores musical concepts and expression</p>

<p><b>Theatre</b></p> <ul style="list-style-type: none"> <li>• Students participate in creative dramatics, storytelling, puppetry, and socio-dramatic play. They develop voice and movement skills by enacting familiar, and/or creating new stories. Students learn to attend and respond appropriately to performances. Their experiences with theatre build basic language skills, which are prerequisites to reading and writing.</li> </ul>	<p>36. Explores drama through actions and language</p>
<p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>• Students begin to explore and participate in creative art making processes and learn to use a step-by-step process to create artwork. They begin to develop observational skills, fine motor skills, and sensory connections. Using basic art-making techniques, students begin to experience and use the elements of art and principles of design. They learn how to share their ideas and explain their artwork to others. Through their experiences with the visual arts, they develop an awareness of their own community.</li> </ul>	<p>33. Explores the visual arts</p>

<p><i>Washington State Kindergarten Learning Standards</i> HEALTH AND FITNESS</p>	<p><i>Teaching Strategies GOLD</i>® Objectives, Dimensions, and Indicators</p>
<p><b>EALR 1: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.</b></p>	
<p><b>Component 1.1: Develops motor skills and movement concepts as developmentally appropriate.</b></p>	
<p><b>1.1.1 Demonstrates mature form in locomotor skills that contribute to movement proficiency</b></p> <ul style="list-style-type: none"> <li>• Demonstrates at least two critical elements used in locomotor skills: walk, jog, run, jump, hop, leap, gallop, slide, and skip.</li> </ul>	<p>4. Demonstrates traveling skills 8. Contributes complex movements in play and games</p>
<p><b>1.1.2 Demonstrates mature form in non-locomotor skills that contribute to movement proficiency.</b></p> <ul style="list-style-type: none"> <li>• Demonstrates non-locomotor skills: bend, twist, stretch, push, pull, turn, swing, sway, and rock.</li> <li>• Demonstrates static balance and dynamic balance using a variety of body parts and objects.</li> </ul>	<p>5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences</p>
<p><b>1.1.3 Demonstrates mature form in manipulative skills that contribute to movement proficiency.</b></p> <ul style="list-style-type: none"> <li>• Demonstrates at least two critical elements used in the manipulative skills: roll, bounce, toss, throw, catch/receive, strike, kick, punt, and hand/foot dribble in isolation.</li> </ul>	<p>6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion</p>
<p><b>1.1.4 Demonstrates balance and rhythmic movement skills in traditional and non-traditional activities</b></p> <ul style="list-style-type: none"> <li>• Demonstrates static and dynamic balance in traditional and non-traditional activities.</li> </ul>	<p>5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences</p>
<p><b>1.1.5 Recognizes movement concepts.</b></p> <ul style="list-style-type: none"> <li>• Recognizes concepts of personal space and general space while moving safely in a variety of activities.</li> <li>• Recognizes concepts of pathways while moving safely in a variety of activities.</li> <li>• Recognizes concepts of direction while moving safely in a variety of activities.</li> <li>• Recognizes concepts of relationships while moving safely in a variety of activities.</li> <li>• Recognizes concepts of static and dynamic balance while</li> </ul>	<p>4. Demonstrates traveling skills 8. Contributes complex movements in play and games</p> <p>5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences</p>



<p>moving safely in a variety of activities.</p> <ul style="list-style-type: none"> <li>Recognizes concepts of effort while moving safely in a variety of activities.</li> </ul>	
<p><b>Component 1.2 Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.</b></p>	
<p><b>1.2.1 Understands safety rules and procedures in a variety of physical activities necessary to maintain a safe-learning environment.</b></p> <ul style="list-style-type: none"> <li>Describes rules and procedures.</li> <li>Describes safe use of equipment when engages in physical activities.</li> <li>Understands safety rules related to participation in physical activity.</li> <li>Understands when to rest.</li> <li>Understands when to hydrate.</li> <li>Understands the importance of wearing proper shoes and clothing for safe participation.</li> </ul>	<p>1. Regulates own emotions and behaviors  1b. Follows limits and expectations  8. Applies rules in new but similar situations  1c. Takes care of own needs appropriately  8. Takes responsibility for own well-being</p>
<p><b>1.2.2 Applies social skills necessary for effective participation in physical activities.</b></p> <ul style="list-style-type: none"> <li>Demonstrates cooperative behaviors in physical activities.</li> </ul>	<p>3. Participates cooperatively and constructively in group situations  3a. Balances needs and rights of self and others  8. Cooperates and shares ideas and materials in socially acceptable ways</p>
<p><b>1.2.3 Recognizes strategies necessary for effective participation in physical activities.</b></p> <ul style="list-style-type: none"> <li>Recognized the concepts of offense and defense in a variety of activities.</li> </ul>	<p>3. Participates cooperatively and constructively in group situations  3a. Balances needs and rights of self and others  6. Initiates the sharing of materials in the classroom and outdoors</p>
<p><b>Component 1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance.</b></p>	
<p><b>1.5.1 Recognizes how the body's function is affected by food consumption.</b></p> <ul style="list-style-type: none"> <li>Identifies healthful and non-healthful foods.</li> <li>Recognizes the importance of eating breakfast.</li> </ul>	<p>1. Regulates own emotions and behaviors  1c. Takes care of own needs appropriately  8. Takes responsibility for own well-being</p>

<b>EALR 2: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.</b>	
<b>Component 2.1: Understands foundations of health.</b>	
<b>2.1.1 Understands dimensions and indicators of health (emotional, physical, intellectual, and social).</b> <ul style="list-style-type: none"> <li>Understands well and not well.</li> <li>Discusses ways to care for body (skin, hair, teeth.)</li> </ul>	29. Demonstrates knowledge about self
<b>Component 2.2 Understands stages of growth and development.</b>	
<b>2.2.1 Understands the structure and function of body systems.</b> <ul style="list-style-type: none"> <li>Names the five senses and their functions.</li> </ul>	29. Demonstrates knowledge about self
<b>Component 2.3: Understands the concepts of prevention and control of disease.</b>	
<b>2.3.1 Recognizes how to prevent or reduce the risk of contracting a communicable disease.</b> <ul style="list-style-type: none"> <li>Defines germ.</li> <li>Identifies basic hygiene techniques to reduce illness.</li> <li>Recognizes the role doctors and nurses play in keeping people healthy.</li> </ul>	30. Shows basic understanding of people and how they live
<b>2.3.2 Recognizes how to prevent or reduce the risks of non-communicable disease.</b> <ul style="list-style-type: none"> <li>Identifies personal health habits that reduce the risk of non-communicable diseases.</li> </ul>	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
<b>Component 2.4: Acquires skills to live safely and reduce health risks.</b>	
<b>2.4.1 Recognizes abusive and risky situations and identifies safe behaviors to prevent injury to self and others at home, school, and in the community.</b> <ul style="list-style-type: none"> <li>Recognizes abusive situations and how to get help.</li> <li>Identifies risky situations and how to get help while at school.</li> </ul>	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
<b>2.4.2 Recognizes emergency situations and demonstrates skills to respond appropriately and safely.</b> <ul style="list-style-type: none"> <li>Recognizes the difference between an emergency and non-emergency situation in which you might need help.</li> <li>Identifies how to call 911 in an emergency situation.</li> </ul>	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live

<p>Identifies three people to ask for help in an emergency situation at school.</p> <ul style="list-style-type: none"> <li>Identifies three people to ask for help in an emergency situation at home.</li> </ul>	
<p><b>2.4.3 Recognizes negative and positive effects of stress and stress management techniques.</b></p> <ul style="list-style-type: none"> <li>Identifies what stress feels like to the body.</li> <li>Identifies a technique to manage stress.</li> </ul>	<p>29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live</p>
<p><b>EALR 3: The student analyzes and evaluates the impact of real-life influences on health.</b></p>	
<p><b>Component 3.1: Understands how family, culture, and environmental factors affect personal health.</b></p>	
<p><b>3.1.1 Understands how family factors affect health.</b></p> <ul style="list-style-type: none"> <li>Describes healthy habits.</li> <li>Describes family.</li> </ul>	<p>29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live</p>
<p><b>Component 3.2: Evaluates health and fitness information.</b></p>	
<p><b>3.2.1 Recognizes reliable sources of health and fitness information.</b></p> <ul style="list-style-type: none"> <li>Identifies reliable sources of health and fitness information.</li> </ul>	<p>29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live</p>
<p><b>Component 3.3: Evaluates the impact of social skills on health</b></p>	
<p><b>3.3.1 Understands that social skills are necessary to promote health and safety.</b></p> <ul style="list-style-type: none"> <li>Describes ways to make friends.</li> <li>Explains social skills and cooperation.</li> </ul>	<p>2.Establishes and sustains positive relationships 2c.Interacts with peers 8. Interacts cooperatively in groups of four or five children</p>
<p><b>Component 3.4: Understands the impact of emotions on health.</b></p>	
<p><b>3.4.1 Understands emotions and how they affect self and others.</b></p> <ul style="list-style-type: none"> <li>Describes different emotions shown in pictures.</li> </ul>	<p>2.Establishes and sustains positive relationships 2b. Responds to emotional cues 8. Recognizes that others' feelings about a situation might be different from his or her own</p>
<p><b>Component 3.5: Applies decision-making skills related to the promotion of health.</b></p>	
<p><b>3.5.1 Identifies decision-making skills.</b></p> <ul style="list-style-type: none"> <li>Recognizes the importance of honesty when talking to trusted adults.</li> </ul>	<p>2.Establishes and sustains positive relationships 2a.Forms relationships with adults 8.Engages with trusted adults as resources and to share mutual interests</p>

<b>EALR 4: The student effectively analyzes personal information to develop individualized health and fitness plans.</b>	
<b>Component 4.1: Analyzes personal health and fitness information.</b>	
<b>4.1.1 Recognizes daily health and fitness habits.</b> <ul style="list-style-type: none"> <li>• Recognizes how home activities can influence fitness and healthy living.</li> </ul>	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live