GOLD® Objectives for Development and Learning for WaKIDS



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Social-Emotional

- 1. Regulates own emotions and behaviors
 - a. Manages feelings
 - b. Follows limits and expectations
 - c. Takes care of own needs appropriately
- 2. Establishes and sustains positive relationships c. Interacts with peers
- 3. Participates cooperatively and constructively in group situations
 - a. Balances needs and rights of self and others
 - b. Solves social problems

Physical

- 4. Demonstrates traveling skills
- 5. Demonstrates balancing skills
- 7. Demonstrates fine-motor strength and coordination
 - a. Uses fingers and hands
 - b. Uses writing and drawing tools

Language

- 8. Listens to and understands increasingly complex language
 - a. Comprehends language
 - b. Follows directions
- 9. Uses language to express thoughts and needs b. Speaks clearly
- 10. Uses appropriate conversational and other communication skills
 - a. Engages in conversations

Cognitive

- 11. Demonstrates positive approaches to learning
 - a. Attends and engages
 - b. Persists
 - c. Solves problems
- 12. Remembers and connects experiences
 - a. Recognizes and recalls
- 13. Uses classification skills
- 14. Uses symbols and images to represent something not present
 - a. Thinks symbolically

Literacy

- 15. Demonstrates phonological awareness, phonics skills, and word recognition
 - a. Notices and discriminates rhyme
 - c. Notices and discriminates discrete units of sound
- 16. Demonstrates knowledge of the alphabet
 - a. Identifies and names letters
 - b. Uses letter-sound knowledge
- 17. Demonstrates knowledge of print and its uses b. Uses print concepts
- 18. Comprehends and responds to books and other texts
 - b. Uses emergent reading skills
- 19. Demonstrates writing skills
 - a. Writes name

Mathematics

- 20. Uses number concepts and operations
 - a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
- 21. Explores and describes spatial relationships and shapes
 - b. Understands shapes

Colors are used to indicate the age or class/grade ranges for these expectations. Red, orange, and yellow code each year of life for the first 3 years. Green, blue, and purple code classes/grades for the next 3 years, and pink, silver, and brown code first through third grades.

Birth to 1 year 1 to 2 years 2 to 3 years Preschool 3 class PreK 4 class Kindergarten First Grade Second Grade Third Grade

Notice that some colored bands of a progression are longer or shorter than others. Some bands begin in the "Not Yet" category. While there is a typical progression for each objective, it is not rigid; development and learning are uneven, overlapping, and interrelated. Sometimes a skill does not begin to develop until a child is 2 years old, another skill may not emerge until age 3 or 4, and others are not developmentally appropriate until kindergarten or beyond. For example, the colored bands for a specific objective and dimension might show you at a glance that it is typical for children to enter the preK year with a particular skill emerging at level 5 and then for the children to progress to level 8 by the end of the year if they are given appropriate support and experiences.

Note: These 20 objectives are a subset of the 38 objectives for development and learning appearing in GOLD* Objectives for Development & Learning, Birth Through Third Grade, © 2016 by Teaching Strategies, LLC, Bethesda, MD. The number associated with the objective corresponds with the GOLD* objective; numbers are missing when the associated GOLD* objective is not part of WaKIDS. (rev. 4/18)

Objective 1 Regulates own emotions and behaviors

a. Manages feelings

Not Yet 1	2	3	4	5	6	7	8	9	10	11	12 13
	Uses adult support to calm self • Calms self when touched gently, patted, massaged, rocked, or hears a soothing voice • Turns away from source of overstimulation and cries but is soothed by being picked up		Comforts self by seeking out special object or person • Gets teddy bear from cubby when upset • Sits next to favorite adult when sad		Is able to look at a situation differently or delay gratification • When the Block area is full, looks to see what other areas are available • Scowls and says, "I didn't get to paint this morning." Pauses and adds, "I have an idea. I can paint after snack."		Controls strong emotions in an appropriate manner most of the time • Asserts, "I'm mad. You're not sharing the blocks!" • Says, "I'm so excited! We're going to the zoo today!" while jumping up and down		Manages strong emotions using known strategies • When feeling overwhelmed, talks with teacher about a plan for completing an assignment • Finds a quiet place in the classroom to read after a disagreement with a friend • Talks to a friend about being reprimanded by the teacher		Demonstrates patience with personal limitations; controls feelings based on how they will affect others • When practicing cursive writing, says, "I need to go slowly when I write the letter Q so I won't get frustrated." • Smiles and says, "thank you" for a gift, and then later tells an adult, "I already read that book, and I didn't like it."

b. Follows limits and expectations

Not Yet 1	2	3	4	5	6	7	8	9	10	11	12 13
	Responds to changes in an adult's tone of voice and expression Looks when adult speaks in a soothing voice Appears anxious if voices are loud or unfamiliar Touches the puddle of water when adult smiles encouragingly		Accepts redirection from adults • Moves to the sand table at suggestion of adult when there are too many at the art table • Initially refuses to go inside but complies when the teacher restates the request		Manages classroom rules, routines, and transitions with occasional reminders Indicates that only four persons may play at the water table Cleans up when music is played Goes to rest area when lights are dimmed		Applies basic rules in new but similar situations • Walks and uses a quiet voice in the library • Runs and shouts when on a field trip to the park • Listens attentively to a guest speaker		Understands and explains reasons for rules • Explains why running in the gym is safe but running in the hallway is not • When playing a block-balancing game, says, "You have to sit back when it's not your turn so the table doesn't get bumped."		Demonstrates an understanding of the "big rule" concepts of safety, kindness, respect, and care for the objects and materials in the environment • Asks to stand on a chair to reach a high shelf, and says it's safe because the chair is sturdy • Suggests organizing a book drive after hearing about a fire at a nearby elementary school's library

Objective 1 Regulates own emotions and behaviors

c. Takes care of own needs appropriately

Not Yet 1	2	3	4	5	6	7	8	9	10	11	12	13
	Indicates needs and wants; participates as adult attends to needs • Cries to show discomfort, hunger, or tiredness • Opens mouth when food is offered • Raises knees to chest when on back for diaper changing • Pulls off own socks • Raises arms while being lifted out of buggy		Seeks to do things for self • Asserts own needs by pointing, gesturing, or talking • Holds hands under faucet and waits for adult to turn on water • Tries to zip jacket but throws to ground in frustration • Attempts to clean up toys		Demonstrates confidence in meeting own needs • Washes hands and uses towel to dry • Stays involved in activity of choice • Uses materials, utensils, and brushes appropriately • Takes off coat and hangs it up • Puts away toys • Volunteers to feed the fish		Takes responsibility for own well-being Completes chosen task Waits turn to go down slide Creates a "Do not touch" sign for construction Tells why some foods are good for you Takes care of personal belongings		Practices skills to reach desired level of personal achievement • Says, "I'm going to practice riding my bike every day so I can ride with my big brother." • Re-ties shoes when first attempt results in laces that are too loose • Writes poetry both at school and at home, claiming, "The more I write, the better I get."		Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals • After watching another child play basketball, says, "I'm not good at basketball. I'm better at soccer." • Completes self-assessment of math skills, checking off the ability to count by 2s, 5s, 10s, 20s, and 100s but not by 6s or 12s • Sets a goal for the amount of money to collect for the local animal shelter fundraiser and then solicits donations	

Objective 2 Establishes and sustains positive relationships

c. Interacts with peers

Not Yet 1	2	3 4	5	6	7	8	9	10	11	12 13
	Plays near other children; uses similar materials or actions • Sits next to child playing an instrument • Imitates other children building with blocks • Looks at other child's painting and chooses the same color	Uses successful strategies for entering groups • Watches what other children are doing for a few minutes and then contributes an idea • Asks, "Can I run with you?"		Initiates, joins in, and sustains positive interactions with a small group of two to three children • Sees group pretending to ride a bus and says, "Let's go to the zoo on the bus." • Enters easily into ongoing group play and plays cooperatively		Interacts cooperatively in groups of four or five children • Takes turns being "it" during tag game on the playground • Invites multiple peers to join in play		Works with a group toward a shared goal; participates in group games with rules • As a member of a group, decides on a board game and compromises in order to make the game go smoothly • On the playground, collects "treasure" and builds a snow fort around it, with a small group of children taking turns as guards, builders,		Fluidly alternates between the roles of leader and follower in order to sustain play • When preparing for a soccer game, says, "I'm going to be the goalie," but later changes positions when a teammate asks to be the goalie • Says, "You got to be the choreographer yesterday. I want a turn today."
								and treasure seekers		

Objective 3 Participates cooperatively and constructively in group situations

a. Balances needs and rights of self and others

Not Yet 1	2	3 4	5	6	7	8	9	10	11	12 1
	Responds appropriately to others' expressions of wants	Takes turns • Waits behind another child at the water		Initiates the sharing of materials in the classroom and outdoors		Cooperates and shares ideas and materials in socially acceptable		Completes cooperative projects with other children		Accurately completes self-assessment of role in group work
	Gives another child a ball when asked Makes room on the sofa for a child who wants to	fountain • Says, "It's your turn now; the timer is up."		Gives another child the gold marker to use but asks to use it again when the other child is done		Moves to make space for someone else to work at the table		Says, "Let's split up the questions and take turns using the book to find the answers."		Says, "I didn't do as much work on this as Connor did. He worked really hard."
	look at the book with him			Invites another child to pull the wagon with her		Pays attention to group discussions, values the ideas of others, and contributes own ideas in a respectful manner		Disagrees with another child by saying, "I don't think that's the right answer. Let's see if we can figure it out."		Completes a written self-assessment after a group science project
								Works with a partner to complete a project about Egypt by dividing the research and writing		

b. Solves social problems

Objective 4 Demonstrates traveling skills

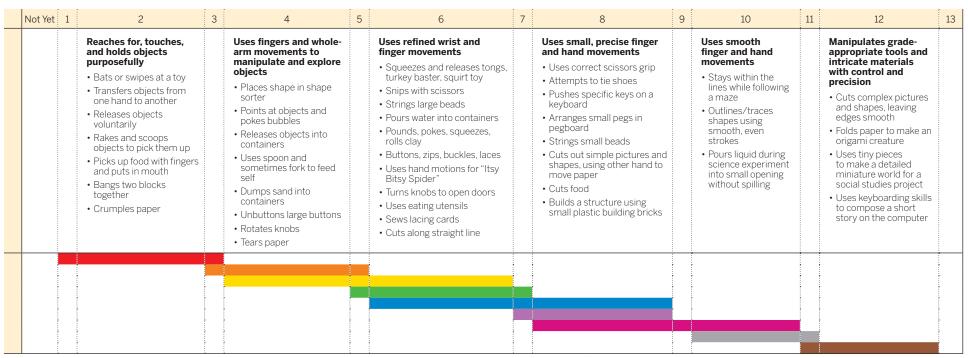
Not Yet 1	2 3	4	5 6	7 8	9 10	11 12 13
	Moves to explore immediate environment Rolls over several times to get toy Crawls Cruises Takes a few steps Takes steps, pushing a push-toy or chair Moves from crawling to sitting and back again	Experiments with different ways of moving Walks across room Uses a hurried walk Walks backwards Pushes riding toy with feet while steering Uses a walker to get to the table Marches around room	Moves purposefully from place to place with control Runs Avoids obstacles and people while moving Starts and stops using wheelchair Walks up and down stairs alternating feet Climbs up and down on playground equipment Rides tricycle using pedals Gallops but not smoothly	Coordinates increasingly complex movements in play and games Runs smoothly and quickly, changes directions, stops and starts quickly Steers wheelchair into small playground spaces Jumps and spins Moves through obstacle course Gallops and skips with ease Plays "Follow the Leader," using a variety of traveling movements	Uses a variety of traveling movements, varying speed, pathways, and direction • Gallops quickly in a zigzag line • Hops 15 feet in a straight line, both forward and backward • Skips in a curved line around obstacles, e.g., cones • Walks on two feet and two hands (bear crawl), traveling forward, backwards, and sideways	Coordinates multiple complex movements while traveling Runs down the field with a partner, tossing a football back and forth Moves around the stage to perform a choreographed dance Runs while kicking a ball forward Walks forward while throwing and catching a ball Jogs forward while dribbling a ball with one hand

Objective 5 Demonstrates balancing skills

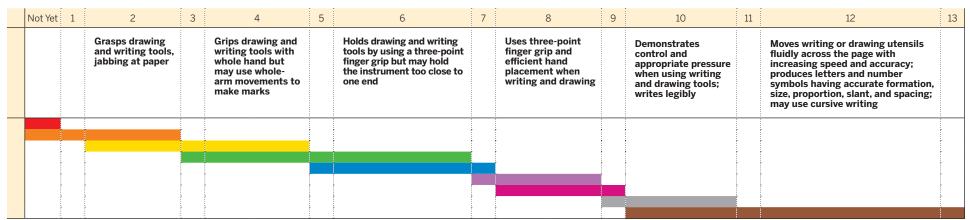
Not Yet 1	2 3	4 5	6	7	8	9	10	11	12	13	14 15
	Balances while exploring immediate environment • Sits propped up • Rocks back and forth on hands and knees • Sits a while and plays with toys • Sits and reaches for toys without falling	Experiments with different ways of balancing Squats to pick up toys Stands on tiptoes to reach something Gets in and out of a chair Kneels while playing Straddles a taped line on the floor Sidesteps across beam or sandbox edge	Sustains balance during simple movement experiences • Walks forward along sandbox edge, watching feet • Jumps off low step, landing on two feet • Jumps over small objects • Holds body upright while moving wheelchair forward		Sustains balance during complex movement experiences • Hops across the playground • Hops on one foot then the other • Walks across beam or sandbox edge forward and backwards • Attempts to jump rope		Demonstrates how to balance on different body parts (feet, hands, knees, elbows) at varying levels (e.g., up high, down low) while making different poses • Balances on different bases of support, e.g., two hands and one foot, one hand and one foot, elbow and knee • Holds balances very still for 3 to 5 seconds • Balances in different body shapes, e.g., round, narrow, wide • Travels and stops in balanced positions • Performs inverted balances, e.g., balances on head and two feet as base of support		Balances on apparatus with control and stability • Walks across beam, turns, and walks in different direction • Walks across log on playground or other apparatus, jumps in air, lands, and continues walking • Holds balance on apparatus for 3 to 5 seconds • Moves in and out of different balances by stretching, curling, and twisting		Designs and performs movements that combine traveling and balance into a smooth, flowing sequence with intentional changes in direction and speed • Travels, stops, and holds a pose for 3 seconds, then continues to travel • Creates a travelbalance sequence on different bases of support; sequence includes three balances with different bases and at least two different types of traveling movements • Sets travelbalance sequence to music, matching music to movements • Mirrors partner in following a travelbalance sequence sequence
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Objective 7 Demonstrates fine-motor strength and coordination

a. Uses fingers and hands



b. Uses writing and drawing tools



Objective 8 Listens to and understands increasingly complex language

a. Comprehends language

Not Yet 1	2	3 4	5 6	7 8	9 10	11 12 13	3 14 15
	Shows an interest in the speech of others Turns head toward people who are talking Recognizes familiar voice before the adult enters the room Looks at favorite toy when adult labels and points to it Responds to own name	Identifies familiar people, animals, and objects when prompted • Picks up cup when asked, "Where's your cup?" • Goes to sink when told to wash hands • Touches body parts while singing "Head, Shoulders, Knees, and Toes"	Responds appropriately to specific vocabulary and simple statements, questions, and stories • Finds his favorite illustration in a storybook when asked • Listens to friend tell about cut finger and then goes to the Dramatic Play area to get a Band-Aid* • Responds using gestures to	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 • Answers appropriately when asked, "How do you think the car would move if it had square wheels?"	Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade- level material	Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material	Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and non-literal meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)
			compare the sizes of the three leaves	Builds on classmates' ideas about how to fix a broken wagon and asks questions in order to better understand plans Acts out the life cycle of a butterfly after the teacher reads a story about it and demonstrates sip, drink, and slurp to show how a butterfly eats Plays a "hot, cold" game by giving and following directions with the words hot and cold	Watches a webcast of a famous speech and then asks questions about the content during class discussion Listens to a classmate describe a fossil he found; asks and answers questions about the fossil in a follow-up conversation Listens to another child explain why she used so many colors in her painting and says to the art teacher, "This one has so many colors. Mine looks kind of plain, but I can add some more paint to make it look exciting."	Following a discussion of the weather, writes a story with a classmate, and says, "Since it's a sunny day, we should write that the sun is dazzling." Listens to a tour guide explain a mural on a city building and asks questions about some of the images and the issues they represent; later, shares the ideas in the mural with a peer	After watching a video, answers questions concerning the main idea about how robots are used and offers supporting details; asks questions about robots during discussion and elaborates on others' understanding of the topic When listening to a classmate read, comments that the phrase had a ball means they had a great time After listening to the teacher read a mystery, says, "I suspected the mailman committed the crime, but Luis believed it was the lifeguard."

Objective 8 Listens to and understands increasingly complex language

b. Follows directions

Not Yet 1	2 3	3 4	5	6	7	8	9	10	
	Responds to simple verbal requests accompanied by gestures or tone of voice • Waves when mother says, "Wave bye-bye," as she waves her hand • Covers eyes when adult prompts, "Wheeeere's Lucy?" • Drops toy when teacher extends hand and says, "Please give it to me."	Follows simple requests not accompanied by gestures • Throws trash in can when asked, "Will you please throw this away?" • Puts the balls in the basket when told, "Put all the balls in the basket, please." • Goes to cubby when teacher says, "It's time to put coats on to go outside."		Follows directions of two or more steps that relate to familiar objects and experiences • Washes and dries hands after being reminded about the hand-washing sequence • Completes a sequence of tasks, "Get the book bin and put it on the table. Then bring the paper and crayons."		Follows detailed, instructional, multistep directions • Follows instructions for navigating a new computer program • Follows teacher's guidance: "To feed the fish, open the jar and sprinkle a pinch of food on the water. Then put the lid on the jar and put it back on the shelf, please."		Asks for clarification in order to understand complex directions; carries out directions with five to six steps • Follows the steps to set up and play a new board game	

Objective 9 Uses language to express thoughts and needs

b. Speaks clearly

Not Yet 1	2	3	4	5	6	7	8	9	10	11	12	13	14 15
	Babbles strings of single consonant sounds and combines sounds • Says, "M-m-m;" "D-d-d." • Says, "Ba-ba-ba." • Babbles with sentence-like intonation		Uses some words and word-like sounds and is understood by most familiar people • Refers to grandma as "Gum-gum" • Asks, "Where bankit?" and a friend brings his blanket to him • Says, "No go!" to indicate she doesn't want to go inside		Is understood by most people; may mispronounce new, long, or unusual words • Says, "I saw ants and a hoppergrass" (grasshopper) • Speaks so is understood by the school visitor		Pronounces multisyllabic or unusual words correctly; speaks audibly • Says, "Oh, that one has layers, it's a sedimentary rock." • Says, "What does ostracize mean?" after hearing the word read in Abiyoyo • Shares a personal story with classmates during lunch and is clearly heard and understood		Adjusts volume and rate of speech in order to be clearly understood when speaking to individuals and groups • Raises volume of voice when sharing an opinion with the group • When asked to speak more slowly, pauses and restates idea at a slower pace		Speaks clearly when giving a lengthy description of an event or personal experience to an individual or group; adapts word choices to be appropriate to the audience Is easily heard and understood by classmates when describing a recent family celebration Describes each part of a habitat collage to a teacher, and then gives a simpler description to a visiting preschooler		Uses appropriate expression and inflection when relaying details about a story, personal experience, or specific topic to an individual or group • During a presentation based on a biography of Bill Peet, engages audience by speaking clearly, loudly, and with inflection • Uses software to create an audiobook by fluently reading a story or poem

Objective 10 Uses appropriate conversational and other communication skills

a. Engages in conversations

Not Yet 1	2	3	4	5	6	7	8	9	10	11	12	13	14 15
	Engages in simple back-and-forth exchanges with others Coos at adult who says, "Sweet Jeremy is talking." He coos again, and adult imitates the sounds Shakes head for no; waves bye-bye Joins in games such as pat-a-cake and peekaboo		Initiates and attends to brief conversations • Says, "Doggy." Teacher responds, "You see a doggy." Child says, "Doggy woof." • Asks teacher, "Home now?" Teacher responds, "Yes, I'm leaving to go home." • Looks at teacher and points to picture of car. Teacher responds, "No, I'm going to walk home."		Engages in conversations of at least three exchanges • Stays on topic during conversations • Maintains the conversation by repeating what the other person says or by asking questions		Engages in complex, lengthy conversations of five or more exchanges Offers interesting comments with communication device Extends conversation by moving gradually from one topic to a related topic		Extends conversations by responding to comments and asking questions; asks and answers questions to clarify information during grade-appropriate discussions • Stays on topic during conversation with another child about weekend plans • Asks questions about how a proboscis works during a small- group conversation about butterflies; offers an explanation to a classmate about how butterflies eat		Connects others' ideas shared during conversations; asks questions in order to better understand grade-appropriate discussions • When talking with two friends, says, "I saw that movie, too. What was your favorite part? Oh, that was Paolo's favorite! Mine was the part with the spaceship." • During class discussion about My Father's Dragon, asks, "Has the author written any other books?"		Contributes to a focused discussion on a specific topic, preparing in advance for planned discussions using multiple sources; explains ideas based on both prior knowledge and new information learned from the conversation • Continues discussion about moon cycles by sharing previously- read information • During science fair, explains to observer how soil helps plants grow; explains lessons learned while completing the experiment

Objective 11 Demonstrates positive approaches to learning

a. Attends and engages

Not Yet 1	2	3	4	5	6	7	8	9	10	11	12	13	14
• Wight • Wight • Wight • Tu • So	s attention to its and sounds atches the teacher ilk across the room rns head toward und of mother's ice		Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments • Takes small blocks from adult and continues to drop them into a container • Continues ring stacking when the teacher says. "You're putting the biggest ones on first." • Continues the play about going to a restaurant after the teacher offers a menu		Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions • Makes relevant contributions to group discussion about class pet • Focuses on making a sign for a building while others are rolling cars down a ramp nearby		Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions Returns to block construction over several days, adding new features each time Pauses to join in problem-solving discussion at adult's request, then returns to art project		Selectively focuses attention based on task difficulty and shifts attention toward teacher's goal; demonstrates concentrated effort • Concentrates to sound out unknown words • Notices the loud construction work outside but focuses attention back to the task at hand when reminded by the teacher		Concentrates on tasks for extended periods but may become restless, especially during activities viewed as less interesting; repeatedly practices activities thought to be enjoyable • Focuses attention as classmates read aloud • Attends at the beginning of the school program, but begins to wiggle as the program becomes less interesting • Plays a long board game until its conclusion • Practices playing kickball in order to improve skills		Directs attention based on previous performance and concentrates on activities that require additional study • Looks up unfamiliar words that require more information for understanding • Begins doing math work first because that is the most difficult for him • Systematically scans reading material looking for key words

Objective 11 Demonstrates positive approaches to learning

b. Persists

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		Repeats actions to obtain similar results Repeatedly shakes a rattle to produce noise Hits a toy on a play gym accidentally; then waves arms to hit it again Puts objects in a wagon and then dumps them out over and over again		Practices an activity many times until successful • Stacks blocks again and again until tower no longer falls • Uses shovel in many ways to fill small bucket with sand • Chooses the same puzzle every day until he can insert each piece quickly and easily		Plans and pursues a variety of appropriately challenging tasks • Keeps looking through all of the magnetic letters for those that are in her name • Works with others to learn how to use a new software program		Plans and pursues own goal until it is reached • Keeps building sand structure, trying multiple ways to get the bridge to hold • Returns from lunch with a different idea about what to add to her story • Reads own writing about autumn to small group, then makes changes based on questions from peers		Plans and completes grade-appropriate tasks and projects with minimal adult assistance • Works methodically to independently create a bridge from different types of materials • Says, "I need to plan this out and do it right so it will look good when I give it to the teacher." • After writing a paragraph about polar bear habitats, revisits the piece in order to correct spelling and punctuation errors and to evaluate word choice		Finishes long assignments and projects that last for days or weeks; may briefly give up on difficult tasks but returns to complete them • Works for several days gathering information and collecting and assembling materials to complete a diorama • Becomes frustrated when trying to put together a complex puzzle, stops for a brief time, and then works with resolve until it is completed • Creates a story outline before writing a mystery about a missing bicycle; later revises and edits story for content and writing mistakes	

Objective 11 Demonstrates positive approaches to learning

c. Solves problems

Not Yet 1	2	3 4	5	6	7	8	9	10	11	12	13
	Reacts to a problem; seeks to achieve a specific goal Grunts when cube gets stuck in shape sorter Reaches for a toy that is just out of reach Blows on warm cereal after seeing someone blow on cereal	Observes and imitates how other people solve problems; asks for a solution and uses it • Seeks help opening a stuck cap; pulls one end as teacher pulls the other • Asks another child to hold his cup while he pours milk		Solves problems without having to try every possibility • Looks at an assortment of pegs and selects the size that will fit in the hole • Tells another child, "Put the big block down first, or the tower will fall down."		Thinks problems through, considering several possibilities and analyzing results • Considers new information before trying a strategy: "If I put this box on top, I can see if they are the same size." • Thinks about a book character's problem and suggests solutions • Thinks of different ways to hang a paper chain in the doorway and then tries the best idea		Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers • Uses a board as a lever to lift a heavy object • Makes a reasonable estimate of the answer to a math problem, thinks aloud, and then works backward to obtain the correct answer • Repeats an experiment several times to see if the results are the same		Plans, considers various alternatives, and combines skills and strategies needed to solve problems • Makes alphabet tabs to help organize the books so they are easier to locate • Thinks through the process and then makes a list of the steps needed to conduct the experiment • Bargains and trades cards with a friend to get the ones needed for a collection	

Objective 12 Remembers and connects experiences

a. Recognizes and recalls

Not Yet 1	2	3 4	5 6	7 8	9 10	11 12	13 14 15
Not Yet 1	Recognizes familiar people, places, and objects; looks for hidden object where it was last seen Looks for food dropped from high chair Uncovers bear after adult covers it with a blanket Says or signs names of common objects when sees them	Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view • Looks for horse used a few months ago in bin of toy animals • Identifies one or two objects taken away while playing "What's Missing?" • Shows fear of a bee after having been stung	Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view • Identifies four objects taken away while playing "What's Missing?" • Says, "We went to the baseball game. We sat way up high. We ate peanuts and drank lemonade. I really liked it a lot but my sister didn't."	Uses a few deliberate strategies to remember information Creates an observational drawing of a fire truck and then refers to it later while building with blocks Tells the teacher, "I'm putting my book in my backpack so I'll remember to take it home."	Begins to use rehearsal strategies, but may need adult prompts/cues; is able to describe details of people, places, things, and events from memory • Repeats the message to the principal over and over after the teacher says, "You may repeat it quietly to yourself while you walk down the hall." • Outlines the shape of the word as he says the word • When talking about a nearby community center, includes details about the people who work there, the games they play, and the books and toys that are available	Uses rehearsal strategies spontaneously to remember information; uses awareness of routines to think ahead; remembers about five pieces of information at a time • Spells the words over and over until she has them memorized to use later as she writes her story • Tells the group, "We need to be finished with our project before lunch because the Spanish teacher comes today and we won't have time in the afternoon to finish." • Follows directions for a simple five-step science experiment • Retells a Tomi	Begins to use semantic grouping strategies to help remember, but may need adult cues or instruction on how to be efficient; recognizes inconsistencies and incompleteness of information • Tells his friend, "This is something we'll need to remember later to finish our work. I'll write it down where we have things about mammals." • After reading science text, groups new words into previously known categories to help remember meanings • States, "This paragraph doesn't make sense. They left out what the people eat and how they get and prepare their food." • Reads a book
						DePaola story including relevant and descriptive details but omitting unnecessary parts of the story	about the Iditarod and determines which information to include in an oral report on the subject

Objective 13 Uses classification skills

Matches similar objects Puts one sock with another sock Gathers all the vehicles from a shelf Picks out and eats only the animal crackers Puts only blue pegs in pegboard; leaves red and yellow pegs to the side Puts pictures into Picks out all the trucks from the vehicle sharic pieces as being scratchy or soft Puts pictures into Picks objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape Puts all the red beads only blue pegs in pegboard; leaves red and yellow pegs to the side Puts pictures into Piles of babies, older children, and grown- Matches similar objects by one characteristic; by more than one characteristic at the same time; switches sorting rules when asked and explains the reasons Puts only solve pegs in a single characteristic; then regroups them using a different characteristic and indicates the reasons Puts only solve pegs in a single characteristic; then regroups them using a different characteristic and indicates the reasons Puts all the red beads together Pulls out all the trucks from the vehicle bin blue beads together Puts pictures into Piles of babies, older children, and grown- Puts pictures into Piles of babies, older children, and grown- Puts pictures into Piles of babies, older children, and grown- Puts pictures into Piles of babies, older children, and grown- Puts pictures into piles of shapes; big red triangles. Switches when asked to form two groups of all the big and small Points to groups of all the big and small with the seasons Puts pictures into piles of shapes; big red triangles. Switches when asked to form two groups of all the big and small with the same time; switches sorting rules on the same time; switches sorting rules of subgroups and explains why and how; then creates a new grouping and explains why and how; then the teacher makes a suggestion Puts pictures in the pictures in to the pictures in the same time; switches sorting rules on the same time; switches sorting rules of shapes; big red triangles, sma
ups with stripes and triangles (position played in each those without stripes sport)

Objective 14 Uses symbols and images to represent something not present

a. Thinks symbolically

Not Yet 1	2	3	4	5	6	7	8	9	10	11	12	13
	Recognizes people, objects, and animals in pictures or photographs • Touches the cow in the illustration when an adult reads, "And the cow jumped" • Points to photograph and says, "Mommy." • Identifies a duck in a variety of different photos and illustrations		Draws or constructs, and then identifies what it is Draws various shapes and says, "This is my house." Glues red yarn on paper and says, "I made spaghetti."		Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas • Sees a dump truck outside and plans how to draw it • Says, "Let's pretend to be seeds growing like in the book."		Represents objects, places, and ideas with increasingly abstract symbols • Makes tally marks • Makes and interprets graphs with teacher's help • Attempts to write words to label a picture		Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference • Makes detailed drawings, writings, and notations, and engages in complex discussions reflecting on a trip to the computer store • Solves a math problem several different ways (pictures, numbers, written sentences) • Asks questions and then explains her thinking back to the teacher • Solves a simple word problem comparing two amounts without relying on manipulatives		Mentally manipulates information and uses logical arguments with increasing regularity; needs concrete points of reference for complex concepts and text; reflects on her work • Reasons that if one object (A) weighs more than a second object (B), and B weighs more than a third object (C), then A must weigh more than C • Mentally organizes symbolic concepts (e.g., thirty-seven, 37, 37 pounds, 37 years of age, 37 points scored, the 37th in line) • Uses simple map icons to locate and represent landmarks and/or people (e.g., airplane shape for airport, open circle for cities, colored lines for rivers)	

Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition

a. Notices and discriminates rhyme

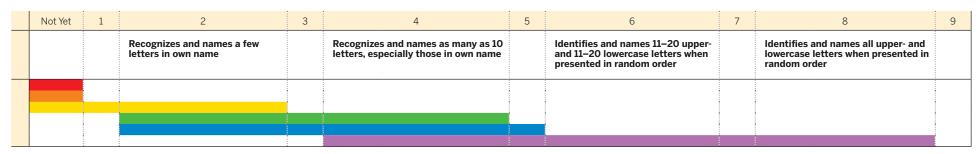
Not Yet 1	2	3	4	5	6	7	8	9	10
	Joins in rhyming songs and games Hums along and joins in random words in rhyme Sings with a group, "One, two, buckle my shoe"		Fills in the missing rhyming word; generates rhyming words spontaneously • Completes the rhyme in the phrase, "The fat cat sat on the (mat)." • Chants spontaneously, "Me, fee, kee, tee, lee, bee."		Decides whether two words rhyme • "Do bear and chair rhyme? What about bear and goat?" • Matches rhyming picture cards		Generates a group of rhyming words when given a word • Says, "Bat, sat, lat," when asked, "What words rhyme with cat?"		Generates rhyming words without a prompt word; identifies rhyming words in written text; uses rhyme to decode text • Makes the word bat with the plastic alphabet letters and then changes the first letter to create the words cat, hat, mat; reads each one and says, "I made a lot of rhyming words." • Identifies all the rhyming words after reading a simple story told in rhyme

c. Notices and discriminates discrete units of sound

Not Yet 1	2	3	4	5	6 7	7	8	9	10	11	12	13	14
	Shows awareness of separate words in sentences Joins in clapping each word while chanting, "I like ice cream." Jumps upon hearing a specified word in a story		Shows awareness of separate syllables in words • Claps each syllable of name. Tri-na and Chris-to-pher and counts the syllables in each • Puts together pen and cil to say pencil • Puts together foot and ball to say football		Verbally blends and separates onset and rime in one-syllable words • Says, /c/ake, and /r/ake when the teacher says "cake" and "rake." • Points to Mick and Jill when the teacher plays a game and asks, "Where is _ick? Where is _ill?"		Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words • Claps each phoneme of hat: /h/ /a/ /t/ • Says, "Hat." after hearing /h/ /a/ /t/; changes the middle sound to make /h/ /o/ /t/ • Accurately reads you, here, my, are, and sad in My Friend Is Sad		Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words • While playing a "stand up, sit down" game, correctly stands for long vowel sounds in words and sits for short vowel sounds • Recognizes said, does, and were • Breaks the word her into parts as he says, "/h//er/"; says / ch/e/s/t/ for the word chest		Reads grade-appropriate irregularly spelled words; uses word families and analogy of known sight words to read unknown words Reads words such as great, eight, sound, and would without pausing to sound them out Says, "I think this word is brother because it looks like mother."		Reads grade-appropriate irregularly spelled words Reads words such as doesn't, young, and straight without pausing to sound them out Recognizes fountain because it has a similar spelling to the known word mountain
į													

Objective 16 Demonstrates knowledge of the alphabet

a. Identifies and names letters

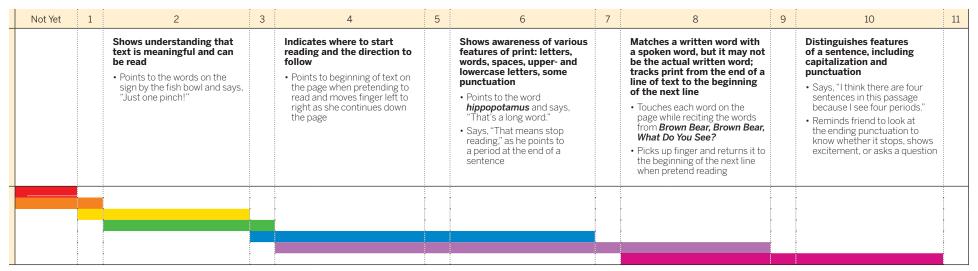


b. Identifies letter-sound correspondences

Not Yet 1	2	3	4	5	6	7	8	9
	Identifies the sounds of a few letters		Produces the correct sounds for 10-20 letters		Produces at least one correct sound for each letter in the alphabet		Produces short and long vowel sounds and most frequent sounds for each consonant	

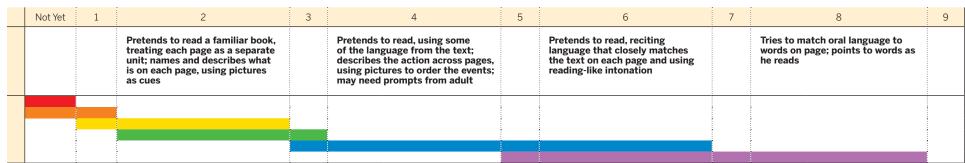
Objective 17 Demonstrates knowledge of print and its uses

b. Uses print concepts



Objective 18 Comprehends and responds to books and other texts

b. Uses emergent reading skills



Objective 19 Demonstrates writing skills

a. Writes name

Not Yet 1 2	3 4	5 6 7	8	9 10 1	12	13 14 15
Makes scribbles or marks • Scribble writes deliberately • Makes marks that appear to adults to lin random order	Makes controlled linear scribbles • Scribbles lines, circles, or zigzags in rows • Often repeats action and forms	Writes mock letters or letter-like forms • Writes segments of letter forms, e.g., lines, curves • May use too many segments to create a letter, e.g., five horizontal lines on the letter E • May not orient letter segments correctly	Writes letter strings • Writes some letters correctly • Writes letters in unconventional order	Writes partially accurate first name • Writes all the letters of own name, although some may not be sequenced correctly • Writes all the letters of own name, but some of the letters are not formed or oriented correctly	Writes accurate first name Writes all the letters of own name in the correct sequence, form, and orientation Uses uppercase or lowercase letters (or a combination of both) when writing name	Writes accurate first and last name
Carolyn	Lilly	Ve (15 ar s) Paula	LOTW M Emma	ν _i γ _O κ	BRO O X E	Abrohom Berke Abraham

Objective 20 Uses number concepts and operations

a. Counts

Not Yet 1	2	3	4	5	6	7	8	9	10	11	12	13	14 15
	Verbally counts (not always in the correct order) • Says, "One, two, ten," as she pretends to count		Verbally counts to 10; counts up to five objects accurately, using one number name for each object Counts to 10 when playing "Hide and Seek" Counts out four scissors and puts them at the table		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 • Counts to 20 while walking across room • Counts 10 plastic worms and says, "I have 10 worms." • When asked, "What comes after six?" says, "One, two, three, four, five, six, sevenseven."		Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20 • Counts 28 steps to the cafeteria • When asked what comes after 15, says, "Sixteen. That's one larger, and 17 is one larger than 16." • When asked what comes after 16, says, "Seventeen" without beginning at one		Counts to 120 to determine how many; uses skip counting by 2s, 5s, and 10s; begins counting forward at any number between 1 and 120; counts backward from 20 • Says, "I can count to 50 really fast: 10, 20, 30, 40, 50!" • Accurately counts from 115 to 120 beginning at 115 when asked to do so		Counts to 1,000 to determine how many; uses skip counting (2s, 5s, 10s, and 100s); begins counting at any number between 1 and 1,000; switches between skip counts • Counts to 1,000 by 100s: "100, 200, 300700, 800, 900, 1,000!" • When asked to count to 200, begins counting by 2s but then changes to counting by 10s when she realizes it is taking too long		Counts to more than 1,000 using number word patterns (e.g., tens, teens) and skip counting; uses skip counting by 2s, 4s, 5s, 6s, 10s, and 100s • Begins counting, "999, 1,000, 1,110, 1,120, 1,1301,180, 1,190, 2,000." • Groups objects into sets of four and then counts them: "Four, eight, twelve, sixteen, twenty, twenty-four, twenty-eight, thirty-two"

Objective 20 Uses number concepts and operations

b. Quantifies

Not Yet 1	2	3 4	5 6	7 8	9 10	11 12 1	13 14 15
	Demonstrates understanding of the concepts of one, two, and more • Says, "More apple," to indicate he wants more pieces than given • Takes two crackers when prompted, "Take two crackers."	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 - Looks at the sand table and says instantly, without counting, "There are three children at the table." - Says, "I have four cubes. Two are red, and two are blue." - Puts three bunnies in the box with the two bears. Counts and says, "Now I have five."	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 • Says, "I have nine cars in a row. I only need one more to get to 10!" • Says, "I have eight big buttons, and you have eight little buttons. We have the same." • Tosses 10 puff balls at the hoop. When three land outside, says, "More went inside." • Puts two dominoes together, says, "Five dots," and counts on: "Six, seven, eight. Eight dots all together."	Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts • Cuts a banana in half and says to a friend, "Now, we each have a fair share because we each have the same." • Uses two-sided counters to determine different number combinations for 14 • Counts the students in the circle, and says, "There were 12 of us from Mrs. Holt's class, and four more kids came. That means there are 13, 14, 15, 16 of us playing dodge ball."	Answers how much questions about wholes partitioned into equal-size shares of two and four; verbally labels each part and describes its relationship to the whole • Cuts a paper pizza into two equal parts; gives one part to a friend and says, "We have equal amounts. We each have half of the pizza." • Divides a clay length into four equal parts when asked by the teacher to make fourths Signs, "It's three fourths" when asked what three pieces of the whole represent	Answers how much questions about wholes partitioned into equal shares of two (halves), four (fourths), and three (thirds); verbally labels each part and describes its relationship to the whole • Divides a rectangle into two rows and two columns of equal size; colors in one part when asked to represent one fourth, colors in another part to show one half • Says, "When I put these four quarter pieces together, I have one whole. Four fourths equal a whole." • Provides the correct response when the teacher shows pictures representing two thirds, two fourths, one half, etc.	Compares fractions and explains them using physical models, pictorial representations, and number lines • Partitions the space on a number line from 0 to 1 into six equal parts Puts a red dot to indicate 4/6, a green dot to indicate 4/6, a green dot to indicate a whole. Signs, "That's six sixths." • Given a plate divided into eighths, shows one piece for 1/8, three pieces for 3/8, and four pieces for 3/8, and four pieces for 4/8. Then says, "Hey, these 4/8 are equal to one half because they are the same size!"

Objective 20 Uses number concepts and operations

c. Connects numerals with their quantities

Not Yet 1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Recognizes and names a few numerals Points to the 1 when the teacher says, "Where is the numeral 1?" Notices numerals around the room and calls some of them by name		Identifies numerals to 5 by name and connects each to counted objects Says. "Five" as she attaches five clothespins to the 5 card Tells her friend, "That's a 3, and there are three puppies on this page."		Identifies numerals to 10 by name and connects each to counted objects • Shouts, "Seven," and jumps seven times when the teacher holds up the number 7 card • Says, "I put nine buttons in the 9 box."		Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals • Says, "I drew 15 flowers to go on page 15 of our number book." • Types in the numerals 1, 8, and 3 when sets of one, eight, and three figures appear on the computer screen • Counts out 16 bears and writes 16 on its corresponding card		Represents how many by writing one-, two-, and three-digit numerals to 120; uses relational symbols (<, >, =) to indicate relationships between whole numbers • Counts out 63 crayons, writes 63, and signs, "I have 63 crayons." • Writes 118 when the teacher says, "There are 118 marbles in this jar. Write the number of marbles as a numeral." • Indicates the appropriate relational symbol when the teacher writes number pairs (e.g., 3 _ 7, 4 _ 4, 95 _ 777)		Represents how many by writing one-, two-, three-, and four-digit numerals to 1,000; uses relational symbols to compare and order whole numbers • Counts the grouped pictures on the computer screen and types 384 to indicate how many • Writes 276 > 249, 248 > 100		Represents fractional quantities as parts of a whole (a/2, a/3, a/4, a/6, a/8); uses relation symbols (<, >, =) to show fractional comparisons • Indicates 1/8 when the teacher holds up one part of a region partitioned into eight equal pieces; indicates 8/8 to represent the whole • Colors in two sixths of a paper pie and writes 2/6 to indicate the amount eaten • Looks at the number line, and says, "Two fourths is the same as one half," and then writes in words and symbols, two fourths is equal to one half; 2/4 = 1/2 • Compares two number lines with unequal partitions and indicates that 2/6 of one is smaller than 2/4 of the other

Objective 21 Explores and describes spatial relationships and shapes

b. Understands shapes

Not Yet 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Matches two identical shapes • Puts a circular puzzle piece in the circular space • Places shapes in a shape-sorting box		Identifies a few basic shapes (circle, square, triangle) • Looks at a wheel and says, "A circle." • Names shape pieces as he puts them on a shape lotto card		Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation • Says, "It's a ball 'cause it rolls." • Puts hand in feely box and says, "It has three sides and three points. It's a triangle."		Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes • Says, "It's still a triangle no matter how I turn it." • Cuts apart a rectangle to make two squares and says, "Both of these squares have four sides."		Distinguishes essential attributes of triangles, rectangles, squares, trapezoids, half circles, and quarter circles; visualizes and creates known shapes Recognizes cardboard shapes in the feely bag by touch, describes their defining characteristics, and asks others to guess the shape When asked to make a square, quickly puts together two right triangles		Uses essential attributes to label and create quadrilaterals, pentagons, hexagons, and cubes; visualizes and predicts the results of combining and taking apart two-dimensional and three-dimensional shapes • Using a geoboard, creates a "mystery shape" (pentagon) by following teacher's verbal directions; when complete, indicates the shape is a pentagon and tells why • Tells friend, "I think it will make a hexagon if I put these six triangles together. Let's try it and see. Hey, it works! Now let's see what shape it makes if I add six more triangles, one on each side."		Classifies known shapes into higher and subordinate categories; provides rationale for classifications; divides shapes into parts with equal areas and expresses the parts as unit fractions • Uses essential attributes to generate examples and nonexamples of known two-dimensional shapes • Creates Venn diagrams that show relationships between different quadrilaterals (e.g., squares, rectangles, rhombuses); explains the classifications • After dividing a rectangular "farm" into three equal parts, says, "The farmer has corn planted in one third of the area of his farm. He likes potatoes the best, so he used two thirds of the area to plant potatoes."	



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