

GOLD[®] Objectives for Development and Learning for WaKIDS

GOLD® Objectives for Development and Learning for WaKIDS

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

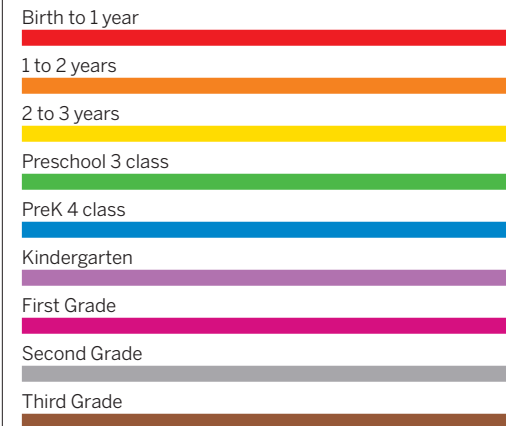
Literacy

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.



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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 	

	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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 		

[illegible]

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	13
		Responds appropriately to others' expressions of wants <ul style="list-style-type: none"> Gives another child a ball when asked Makes room on the sofa for a child who wants to look at the book with him 	Takes turns <ul style="list-style-type: none"> Waits behind another child at the water fountain Says, "It's your turn now; the timer is up." 	Initiates the sharing of materials in the classroom and outdoors <ul style="list-style-type: none"> Gives another child the gold marker to use but asks to use it again when the other child is done Invites another child to pull the wagon with her 	Cooperates and shares ideas and materials in socially acceptable ways <ul style="list-style-type: none"> Moves to make space for someone else to work at the table Pays attention to group discussions, values the ideas of others, and contributes own ideas in a respectful manner 	Completes cooperative projects with other children <ul style="list-style-type: none"> Says, "Let's split up the questions and take turns using the book to find the answers." Disagrees with another child by saying, "I don't think that's the right answer. Let's see if we can figure it out." Works with a partner to complete a project about Egypt by dividing the research and writing 	Accurately completes self-assessment of role in group work <ul style="list-style-type: none"> Says, "I didn't do as much work on this as Connor did. He worked really hard." Completes a written self-assessment after a group science project 						

b. Solves social problems

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		Expresses feelings during a conflict <ul style="list-style-type: none"> Screams when another child touches his crackers Gets quiet and looks down when another child pushes her 	Seeks adult help to resolve social problems <ul style="list-style-type: none"> Goes to adult crying when someone takes the princess dress she wanted to wear Calls for the teacher when another child grabs the play dough at the same time he does 	Suggests solutions to social problems <ul style="list-style-type: none"> Says, "You ride around the track one time, then I'll take a turn." Says, "Let's make a sign to keep people from kicking our sand castle like we did in the Block area." Asks teacher to make a waiting list to use the new toy 	Resolves social problems through basic negotiation and compromise <ul style="list-style-type: none"> Says, "If I let you use the ruler, will you let me use the hole-punch?" Responds, "Hey, I know! You two can be the drivers to deliver the pizza." 	Seeks conflict resolutions based on interest in maintaining the relationship in the future <ul style="list-style-type: none"> Says, "I'll let you keep the best bracelet I made today in art since you gave me my favorite swing on the playground." Says, "Maybe we should play a different game for now because I told Henry and Myra we wouldn't start playing tag until they are ready. I don't want them to be mad at me." 	Considers multiple viewpoints when solving conflicts <ul style="list-style-type: none"> Thinks about each person's feelings and wants when solving a problem Asks friend to explain his viewpoint before sharing a solution 						

© 2016 Teaching Strategies, LLC • TeachingStrategies.com

© 2016 Teaching Strategies, LLC • TeachingStrategies.com

Objective 7 Demonstrates fine-motor strength and coordination

a. Uses fingers and hands

	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
			Reaches for, touches, and holds objects purposefully <ul style="list-style-type: none"> Bats or swipes at a toy Transfers objects from one hand to another Releases objects voluntarily Rakes and scoops objects to pick them up Picks up food with fingers and puts in mouth Bangs two blocks together Crumples paper 		Uses fingers and whole-arm movements to manipulate and explore objects <ul style="list-style-type: none"> Places shape in shape sorter Points at objects and pokes bubbles Releases objects into containers Uses spoon and sometimes fork to feed self Dumps sand into containers Unbuttons large buttons Rotates knobs Tears paper 		Uses refined wrist and finger movements <ul style="list-style-type: none"> Squeezes and releases tongs, turkey baster, squirt toy Snips with scissors Strings large beads Pours water into containers Pounds, pokes, squeezes, rolls clay Buttons, zips, buckles, laces Uses hand motions for "Itsy Bitsy Spider" Turns knobs to open doors Uses eating utensils Sews lacing cards Cuts along straight line 		Uses small, precise finger and hand movements <ul style="list-style-type: none"> Uses correct scissors grip Attempts to tie shoes Pushes specific keys on a keyboard Arranges small pegs in pegboard Strings small beads Cuts out simple pictures and shapes, using other hand to move paper Cuts food Builds a structure using small plastic building bricks 		Uses smooth finger and hand movements <ul style="list-style-type: none"> Stays within the lines while following a maze Outlines/traces shapes using smooth, even strokes Pours liquid during science experiment into small opening without spilling 		Manipulates grade-appropriate tools and intricate materials with control and precision <ul style="list-style-type: none"> Cuts complex pictures and shapes, leaving edges smooth Folds paper to make an origami creature Uses tiny pieces to make a detailed miniature world for a social studies project Uses keyboarding skills to compose a short story on the computer 	

b. Uses writing and drawing tools

	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
			Grasps drawing and writing tools, jabbing at paper		Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks		Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end		Uses three-point finger grip and efficient hand placement when writing and drawing		Demonstrates control and appropriate pressure when using writing and drawing tools; writes legibly		Moves writing or drawing utensils fluidly across the page with increasing speed and accuracy; produces letters and number symbols having accurate formation, size, proportion, slant, and spacing; may use cursive writing	

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	14	15
	<p>Shows an interest in the speech of others</p> <ul style="list-style-type: none">• 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		<p>Identifies familiar people, animals, and objects when prompted</p> <ul style="list-style-type: none">• 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"		<p>Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <ul style="list-style-type: none">• 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 compare the sizes of the three leaves		<p>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</p> <ul style="list-style-type: none">• Answers appropriately when asked, "How do you think the car would move if it had square wheels?"• 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 <i>sip</i>, <i>drink</i>, and <i>slurp</i> to show how a butterfly eats• Plays a "hot, cold" game by giving and following directions with the words <i>hot</i> and <i>cold</i>		<p>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</p> <ul style="list-style-type: none">• 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."		<p>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</p> <ul style="list-style-type: none">• 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 <i>dazzling</i>."• 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		<p>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., <i>might</i>, <i>must</i>, <i>will</i>)</p> <ul style="list-style-type: none">• 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 <i>had a ball</i> 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."		

	Not Yet	1	2	3	4	5	6	7	8	9	10	11
			Responds to simple verbal requests accompanied by gestures or tone of voice <ul style="list-style-type: none"> Waves when mother says, "Wave bye-bye," as she waves her hand Covers eyes when adult prompts, "Where's Lucy?" Drops toy when teacher extends hand and says, "Please give it to me." 		Follows simple requests not accompanied by gestures <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Follows the steps to set up and play a new board game 	

© 2016 Teaching Strategies, LLC • TeachingStrategies.com

[illegible]

[illegible]

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	15
		Pays attention to sights and sounds <ul style="list-style-type: none">• Watches the teacher walk across the room• Turns head toward sound of mother's voice		Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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	

b. Persists

[illegible]

[illegible]

[illegible]

[illegible]

[illegible][illegible]

[illegible]

Objective 18 Comprehends and responds to books and other texts

[illegible]

[illegible]

[illegible]

Objective 20 Uses number concepts and operations

b. Quantifies

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<p>Demonstrates understanding of the concepts of one, two, and more</p> <ul style="list-style-type: none">Says, "More apple," to indicate he wants more pieces than givenTakes two crackers when prompted, "Take two crackers."		<p>Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p> <ul style="list-style-type: none">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."		<p>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> <ul style="list-style-type: none">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."		<p>Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts</p> <ul style="list-style-type: none">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 14Counts 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."		<p>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</p> <ul style="list-style-type: none">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		<p>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</p> <ul style="list-style-type: none">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 halfSays, "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.		<p>Compares fractions and explains them using physical models, pictorial representations, and number lines</p> <ul style="list-style-type: none">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 2/6, and a blue 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 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	15
	<p>Recognizes and names a few numerals</p> <ul style="list-style-type: none">• 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		<p>Identifies numerals to 5 by name and connects each to counted objects</p> <ul style="list-style-type: none">• 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."		<p>Identifies numerals to 10 by name and connects each to counted objects</p> <ul style="list-style-type: none">• Shouts, "Seven," and jumps seven times when the teacher holds up the number 7 card• Says, "I put nine buttons in the 9 box."		<p>Identifies numerals to 20 by name and connects each to counted objects; represents <i>how many</i> by writing one-digit numerals and some two-digit numerals</p> <ul style="list-style-type: none">• 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		<p>Represents <i>how many</i> by writing one-, two-, and three-digit numerals to 120; uses relational symbols (<, >, =) to indicate relationships between whole numbers</p> <ul style="list-style-type: none">• 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 _ 77)		<p>Represents <i>how many</i> by writing one-, two-, three-, and four-digit numerals to 1,000; uses relational symbols to compare and order whole numbers</p> <ul style="list-style-type: none">• Counts the grouped pictures on the computer screen and types 384 to indicate <i>how many</i>• Writes 276 > 249, 248 > 100		<p>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</p> <ul style="list-style-type: none">• 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		

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		Matches two identical shapes <ul style="list-style-type: none"> Puts a circular puzzle piece in the circular space Places shapes in a shape-sorting box 		Identifies a few basic shapes (circle, square, triangle) <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Says, "It's a ball 'cause it rolls." Puts hand in feely bag 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Uses essential attributes to generate examples and non-examples 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." 	



Washington
Kindergarten Inventory
of Developing Skills

**For WaKIDS support at Office of Superintendent
of Public Instruction (OSPI):**

www.k12.wa.us/WaKIDS
(360) 725-6161
wakids@k12.wa.us

For *GOLD*® technical support:

www.teachingstrategies.com
(844) 853-GOLD (4653)
wakids@teachingstrategies.com

GOLD® Objectives for Development and Learning for WaKIDS updated 2017.