

# GOLD® Objectives for Development & Learning for AlaKiDS

## What is it?

Teachers may use *GOLD*® Objectives for Development & Learning for AlaKiDS to save time collecting assessment information during kindergarten entry. The survey asks the teacher to compare students' knowledge, skills, and abilities with widely held kindergarten entry expectations for each *GOLD*® objective/dimension.

## Why use it?

The Survey Questions help the teacher focus on the indicators of the progressions that describe kindergarten readiness. The survey also gives Assessment Prompts for objectives/dimensions to help the teacher answer questions accurately.

## How do you use it?

- For each objective/dimension, read the Survey Question and consider students' knowledge, skills, and abilities.
- If you need more information, follow the Assessment Prompt.
- If the answer to the Survey Question is yes, write a check mark at the level on the progression under the Yes column. If not, consider levels lower or higher than the progression under the Yes column.
- At the end of the assessment period, refer to the answers to the survey while entering checkpoint data for the students in your classroom.

**Objective 2** Establishes and sustains positive relationships

**b. Responds to emotional cues**

**Survey Question**

Does the student **sometimes** identify basic emotional reactions of others and their causes accurately?  
*For example, she tells you that another student is sad and crying because his building got knocked down.*  
 If the student does this regularly without your support, consider level 6 or higher.

**Assessment Prompt, 3–4 students (feelings cards)**

Spread out the feelings cards and ask each student to choose one. Ask the students to describe what they see in the pictures, how the people in the pictures might be feeling, and why. Encourage the students to discuss each picture together and share their ideas.

**Intentional Teaching Experience**  
 SE09 Fascinating Feelings

**Mighty Minutes®**  
 MM94 Good Choice, Bad Choice

Level 4 or lower					Yes Level 5	Level 6 or higher							
Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		Reacts to others' emotional expressions		Demonstrates concern about the feelings of others		Identifies basic emotional reactions of others and their causes accurately		Recognizes that others' feelings about a situation might be different from his own		Recognizes that people can experience more than one emotion at the same time		Uses situational context and past experiences when interpreting another's feelings; gauges reactions of others to determine response	
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													

Copyright © 2020 by Teaching Strategies, LLC

The *GOLD*® Objectives for Development & Learning for AlaKiDS contains text previously published in *GOLD*® Objectives for Development & Learning, Birth Through Third Grade. © 2016 by Teaching Strategies, LLC. All rights reserved. No part of this text may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without prior written permission from Teaching Strategies, LLC, except in the case of brief quotations embodied in critical articles or reviews.

The publisher and the authors cannot be held responsible for injury, mishap, or damages incurred during the use of or because of the information in this book. The authors recommend appropriate and reasonable supervision at all times based on the age and capability of each child.

Teaching Strategies, GOLD, and the open book/open door logo are registered trademarks of Teaching Strategies, LLC, Bethesda, MD. All rights reserved.

ISBN:978-1-64553-340-5

Printed and bound in the United States of America.

Teaching Strategies, LLC  
 Bethesda, Maryland

TeachingStrategies.com

## Survey Question

Does the student demonstrate confidence in meeting her own needs?  
*For example, she takes off her coat and hangs it up, or she chooses activities in the classroom and engages in them.*

## Assessment Prompt

Throughout the day, observe students as they take care of their own needs. Observe for **one** of the following:

- Puts away personal items
- Washes hands before eating
- Selects and engage with materials
- Completes classroom job
- Cleans up before transitions

**Intentional Teaching Experience**  
SE23 Recess Goals  
**Mighty Minutes®**  
MM19 The Drill Sergeant

[illegible]

[illegible]

[illegible]

## Survey Question

Does the student **sometimes** initiate the sharing of materials in the classroom and outdoors?  
*For example, she gives another student the marker to use and asks to use it again when the other student is done.*  
 If the student does this regularly without your support, consider level 6 or higher.

## Assessment Prompt, 2–4 students (The Three Little Pigs storybook)

Read the story with students. After reading, invite the students to work together to retell the story using the props and illustrations. Offer support as needed to encourage cooperation.

## Intentional Teaching Experience

### SE24 What Can We Create Together?

**Mighty Minutes®**  
MM82 Beanbag Pass

[illegible]

## Survey Question

If the student does this regularly without your support, consider level 6 or higher.

## MM34 Sunshine &amp; Raincloud Moments

[illegible]

**Mighty Minutes®**  
MM86 Movement Patterns

[illegible]

## Can the student sustain balance during simple movement experiences?

Observe for **one** of the following items in the classroom or outdoors

- Intentional Teaching Experience**  
P01 Hold That Pose!
- Mighty Minutes®**  
MM11 Space Launch

[illegible]



## Objective 6 Demonstrates gross-motor manipulative skills

## Survey Question

Can the student manipulate balls or similar objects with flexible body movements?

### Assessment Prompt, 3–5 students (*beanbags, beach ball*)

Observe for **one** of the following items in the classroom or outdoors

- Throws ball or beanbag
- Tosses beanbag into a basket
- Traps a thrown ball or beanbag against body
- Kicks a ball by stepping or running up to it

### Intentional Teaching Experience

P03 Beanbag Tag

**Mighty Minutes®**  
MM53 Catch a Question

Level 5 or lower						Yes Level 6	Level 7 or higher								
Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Reaches, grasps, and releases objects			Manipulates balls or similar objects with stiff body movements		Manipulates balls or similar objects with flexible body movements		Manipulates balls or similar objects with a full range of motion		Manipulates balls or similar objects, propelling them away from the body (throwing) and receiving and controlling them (catching) with increased accuracy		Manipulates balls or similar objects with accuracy, fluidity, and control		Manipulates and controls balls or similar objects with rackets, paddles, bats, and other long-handled implements, e.g., golf club, hockey stick, lacrosse stick	
	[Red bar]		[Orange bar]	[Yellow bar]		[Green bar]	[Blue bar]		[Purple bar]		[Pink bar]		[Grey bar]		[Brown bar]

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.

[illegible]



[illegible]

[illegible]

## Survey Question

Does the student, with your prompting and support, tell stories about other times and places that have a logical order and that include major details?

If the student does this without your support, consider level 6 or higher.

## Assessment Prompt, 2–3 students (*nonfiction books*)

Give each student a nonfiction book to read or invite students to read the books together. After students have looked through the books, ask them questions that prompt them to describe and explain what they see on the pages.

### Intentional Teaching Experience

#### LL86 Stoplight Stories

**Mighty Minutes®**  
MM34 Sunshine & Raincloud Moments

[illegible]

[illegible]





[illegible]

## Survey Question

Is the student **beginning to** show eagerness to learn about a variety of topics and ideas?  
*For example, he chooses a book about storms at the school library after a classroom discussion about weather.*  
 If the student does this regularly without your support, consider level 6 or higher.

## Assessment Prompt, 3–5 students (*nonfiction books*)

Invite the students to explore the nonfiction books. Encourage the students to share what they learn with the group. Prompt students to think of additional questions they may have about the topic or new information they would like to find out based on their reading.

### Intentional Teaching Experience

#### LL05 All About Animals

**Mighty Minutes®**  
MM63 Photo Fruit Salad

Level 4 or lower					Yes Level 5	Level 6 or higher									
Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Uses senses to explore the immediate environment		Explores and investigates ways to make something happen		Shows eagerness to learn about a variety of topics and ideas		Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects		Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events		Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic		Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic		
	[Orange bar from 1 to 3]		[Yellow bar from 3 to 5]	[Green bar from 4 to 7]		[Blue bar from 5 to 7]		[Purple bar from 6 to 9]		[Pink bar from 9 to 11]		[Grey bar from 11 to 13]		[Brown bar from 13 to 15]	

[illegible]

## Survey Question

If the student does this regularly without your support, consider level 6 or higher.

**Mighty Minutes®**  
MM38 The Giant's Breakfast

[illegible]

## Survey Question

If the student does this consistently without your support, consider level 4 or higher.

Say, "Listen as I say some words. If you think they begin the same way, stand up [or other action appropriate for the student]. If they don't begin the same way, sit down. Let's do one together: *boy, box, balloon*. [Stand up.] We stood up because they began the same way. Now let's sit back down and try these: *car, food, bathtub*. [Remain seated.] We didn't stand up because these words do not begin the same way. Now it's your turn [*tummy, tire*] [*toe, milk*] [*mommy, mud*] [*toy, bird*] [*shoe, fox*] [*fire, foot*] [*pot, paper*] [*peach, mouse*] [*phone, rock*]." If the student gets at least three items correct, mark "Yes."

**Mighty Minutes®**  
MM36 Pugsley the Peppy Dog

[illegible]

[illegible]

[illegible]

[illegible]



## Survey Question

If the student does both of these things consistently without your support, consider level 4 or higher.

**Mighty Minutes®**  
MM96 More Than One

[illegible]

Is the student **beginning to** ask and answer questions about the text and refer to pictures during a read-aloud?

If the student does this regularly without your support, consider level 4 or higher.

Read a few pages of a simple narrative book to students. Ask a few open-ended questions, such as “What happened on this page?” or “Why do you think \_\_\_\_\_?”

**Mighty Minutes®**  
MM73 Telling Tales

Level 2 or lower			Yes Level 3	Level 4 or higher											
Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		Contributes particular language from the book at the appropriate time		Asks and answers questions about the text; refers to pictures		Identifies story-related problems, events, and resolutions during conversations with an adult		Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points		Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information		Uses second-grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning		Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text	

## Survey Question

### Assessment Prompt, 1–3 students (familiar fiction or nonfiction book)

**Mighty Minutes®**  
MM48 Vocabulary Q & A

[illegible]

## Survey Question

Can the student, with your prompting and support, retell familiar stories or recount details from a nonfiction text using pictures or props as prompts?

If the student does this without your support, consider level 4 or higher.

## Assessment Prompt, 2–4 students (The Three Little Pigs *storybook*)

Read *The Three Little Pigs*. Invite the students to retell the story using the illustrations. Prompt students as needed with questions such as “What happened next?” and “Then what happened?”

### Intentional Teaching Experience

#### LL62 Story Retelling

**Mighty Minutes®**  
MM84 Story Starters

[illegible]

## Survey Question

If the student demonstrates some of the above and/or if the student needs your direct support to do the above, select level 5.

Count out 6–10 objects with the student. Show the student a cup and turn it upside down. Say, “We’re going to pretend that these bears are students and this cup is their house. It’s beginning to rain. Some of the students run inside the house and others stay out in the rain.” Move a few of the objects into the cup. Ask, “How many students will get wet in the rain? (How many are not in the cup?) How many students will be dry in the house? (How many are in the cup?)” Ask, “Which group has more? Which group has less?” Reorganize the collection into two equal groups. Ask, “Which group has more?” Repeat the experience a couple of times. Organize a collection of six objects into two groups—one with four objects and the other with two. Say, “Let’s count the groups.” After counting, say, “Sometimes you don’t have to count every bear. Watch how I count. I know that this group has four. Instead of counting them again, I’m just going to say four and then start counting this smaller set of objects: ‘Five, six. Now you can take a turn.’ Reorganize the group of objects another way and have the student count the same way that you modeled.

**Mighty Minutes®**  
MM50 Rockin' Rhythm Band

[illegible]

c. Connects numerals with their quantities

## Survey Question

Does the student identify all numerals to 5 by name and at least one other numeral between 5 and 10 and connect each to a set of counted objects?

If the student can identify all numerals to 10 by name and connect each to counted objects without your direct support, consider level 6 or higher.

Assessment Prompt, 3–6 students  
(10 index cards with numerals 1–10 written on them, interlocking cubes)

Write numerals to 10 on index cards and display them in random order in front of the student. Say, "We're going to play a game with these numeral cards. When you see a numeral you know, pick it up, tell me what it is, and then turn it over like this [show]." Now show the student a collection of objects with the numeral cards. Say, "Let's spread out these numeral cards." The cards should not have dots or other counting cues on them. Say "In this game, you will place the correct number of cubes on each numeral card."

## Intentional Teaching Experience

### M01 Life-Size Number Line

**Mighty Minutes®**  
MM77 Glowing Candles

[illegible]

## Survey Question

Does the student, with your prompting and support, respond appropriately to some positional words indicating location, direction, and distance?

If the student does this without your support, consider level 6 or higher.

## Assessment Prompt, 3–6 students (*counting bear*)

For *location*: Using a counting bear or other object, say, "Can you hide the bear under the table? Can you place it on top of the table?" For *direction*: Using a counting bear or other object, say, "Let's pretend the bear is marching in a parade. Can you make it march forward? Can you make it march backward?" For *distance*: Using a stuffed a counting bear or other object, say, "Place the \_\_\_\_\_ far away from us. Place the \_\_\_\_\_ right next to me."

## Intentional Teaching Experience

### M21 Classroom Treasure

**Mighty Minutes®**  
MM44 Follow That Sign!

Level 4 or lower					<b>Yes Level 5</b>	Level 6 or higher			
Not Yet	1	2	3	4	5	6	7	8	9
		Follows simple directions related to position ( <i>in, on, under, up, down</i> )		Follows simple directions related to proximity ( <i>beside, between, next to</i> )		Uses and responds appropriately to positional words indicating location, direction, and distance		Uses and makes simple sketches, models, or pictorial maps to locate objects	

## Survey Questions

If the student does all of the above without your support, consider level 6 or higher.

**Mighty Minutes®**  
MM26 Manual Measures

[illegible]