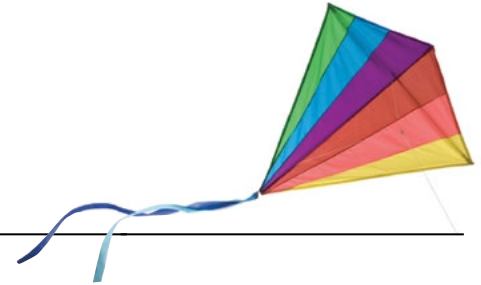




Alignment of



GOLD®

Objectives for Development & Learning:
Birth *Through* Third Grade



WITH

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

aligned to

Louisiana's Early Learning and Development Standards

Ages three to five, adopted 2013

CONTENT STANDARD	LA.AL.3.	APPROACHES TO LEARNING (Three-Year-Olds)
BENCHMARK / GLE		INITIATIVE AND CURIOSITY
GLE / PROFICIENCY	AL.1.	Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.
GOLD® GRADE LEVEL EXPECTATION	AL.1.3.1.	Demonstrate eagerness to learn through play and exploring the environment. (3.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
GRADE LEVEL EXPECTATION	AL.1.3.2.	Complete a range of simple tasks on their own. (3.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
CONTENT STANDARD	LA.AL.3.	APPROACHES TO LEARNING (Three-Year-Olds)
BENCHMARK / GLE		ATTENTION, ENGAGEMENT, AND PERSISTENCE
GLE / PROFICIENCY	AL.2.	Demonstrate attention, engagement, and persistence in learning.
GRADE LEVEL EXPECTATION	AL.2.3.1.	Maintain focus on objects and activities of interest while other activities are going on in the environment. (3.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
GRADE LEVEL EXPECTATION	AL.2.3.2.	Maintain focus on a complex activity with adult support. (3.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.5 Emerging to 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

GRADE LEVEL EXPECTATION	AL.2.3.3.	With prompting and support, develop a simple plan for and work towards completion of short tasks, and activities. (3.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.5 Emerging to 11b.6 Plans and pursues a variety of appropriately challenging tasks
CONTENT STANDARD	LA.AL.3.	APPROACHES TO LEARNING (Three-Year-Olds)
BENCHMARK / GLE		SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GLE / PROFICIENCY	AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
GRADE LEVEL EXPECTATION	AL.3.3.1.	Experiment to see if the same actions have similar effects on different objects. (3.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
GRADE LEVEL EXPECTATION	AL.3.3.2.	Remember and apply previously learned information to a familiar object, task or situation. (3.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
GRADE LEVEL EXPECTATION	AL.3.3.3.	Use a variety of strategies to solve a problem when the first try is unsuccessful. (3.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.5 Emerging to 11c.6 Solves problems without having to try every possibility
GRADE LEVEL EXPECTATION	AL.3.3.4.	Ask adults for help on tasks, if needed. (3.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
CONTENT STANDARD	LA.AL.3.	APPROACHES TO LEARNING (Three-Year-Olds)
BENCHMARK / GLE		SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GLE / PROFICIENCY	AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.

GRADE LEVEL EXPECTATION	AL.4.3.1.	Express unique ideas in both language and use of objects in a variety of situations. (3.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
GRADE LEVEL EXPECTATION	AL.4.3.2.	Ask more complex questions for clarification and to seek meaningful information. (3.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
CONTENT STANDARD	LA.C.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Three-Year-Olds)
BENCHMARK / GLE		CREATIVE THINKING AND EXPRESSION (CC)
GLE / PROFICIENCY	CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
GRADE LEVEL EXPECTATION	CC.1.3.1.	Listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement. (3.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	CC.1.3.2.	Participate in songs and finger plays. (3.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	CC.1.3.3.	Use instruments, sounds/words, and/or their bodies to imitate or produce their own beat and/or rhythm. (3.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	CC.1.3.4.	Identify changes in tempo when listening to music. (3.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression

GRADE LEVEL EXPECTATION	CC.1.3.5.	Replicate changes in tempo. (3.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	CC.1.3.6.	Use instruments, props, and body to respond creatively to music. (3.6) <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
CONTENT STANDARD	LA.C.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Three-Year-Olds)
BENCHMARK / GLE		CREATIVE THINKING AND EXPRESSION (CC)
GLE / PROFICIENCY	CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
GRADE LEVEL EXPECTATION	CC.2.3.1.	With prompting and support, describe what they like and do not like about various forms of art. (3.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	CC.2.3.2.	Describe general features (color, size, objects included) of a piece of art work. (3.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	CC.2.3.3.	Create artistic works with different types of art materials, tools and techniques through individual and group art activities. (3.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.4 Draws or constructs, and then identifies what it is • Objective 33 Explores the visual arts
CONTENT STANDARD	LA.C.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Three-Year-Olds)
BENCHMARK / GLE		CREATIVE THINKING AND EXPRESSION (CC)
GLE / PROFICIENCY	CC.3.	Explore roles and experiences through dramatic art and play.
GRADE LEVEL EXPECTATION	CC.3.3.1.	Observe and/or engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, theater). (3.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else • Objective 36 Explores drama through actions and language

GRADE LEVEL EXPECTATION	CC.3.3.2.	<p>With prompting and support, role play or use puppets to act out stories. (3.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.3 Emerging to 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p> <ul style="list-style-type: none"> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	CC.3.3.3.	<p>Recreate real-life experiences (that may reflect their home culture or language) through pretend play. (3.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p> <ul style="list-style-type: none"> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	CC.3.3.4.	<p>Use one object to represent another object. (3.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
CONTENT STANDARD	LA.C.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Three-Year-Olds)
BENCHMARK / GLE		MATHEMATICS (CM)
GLE / PROFICIENCY	CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
GRADE LEVEL EXPECTATION	CM.1.3.1.	<p>Verbally counts by ones to 10. (3.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
GRADE LEVEL EXPECTATION	CM.1.3.2.	<p>With prompting and support, count up to 5 and then backwards from 5. (3.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>

GRADE LEVEL EXPECTATION	CM.1.3.3.	<p>Tell “how many” after counting a set of five or fewer items (e.g., fingers, blocks, crayons). (3.3)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
GRADE LEVEL EXPECTATION	CM.1.3.4.	<p>Counts one to five objects (actual objects or pictures of objects) with one-to-one correspondence or when doing simple routines. (3.4)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
GRADE LEVEL EXPECTATION	CM.1.3.5.	<p>Identify some written numerals but not in sequence. (3.5)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.2 Recognizes and names a few numerals</p>
GRADE LEVEL EXPECTATION	CM.1.3.6.	<p>With prompting and support, match four or five numerals with the correct number of objects. (3.6)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.3 Emerging to 20c.4 Identifies numerals to 5 by name and connects each to counted objects</p>
GRADE LEVEL EXPECTATION	CM.1.3.7.	<p>Count two sets of objects and identify which set has more/less/fewer. (3.7)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
GRADE LEVEL EXPECTATION	CM.1.3.8.	<p>Identify an object or person as first. (3.8)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.2 Knows a few ordinal numbers</p>
CONTENT STANDARD	LA.C.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Three-Year-Olds)
BENCHMARK / GLE		MATHEMATICS (CM)
GLE / PROFICIENCY	CM.2.	Understand basic patterns, concepts, and operations.

GRADE LEVEL EXPECTATION	CM.2.3.1.	Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.4 Copies simple repeating patterns
GRADE LEVEL EXPECTATION	CM.2.3.2.	Sort and classify five or more objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group. (3.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
GRADE LEVEL EXPECTATION	CM.2.3.3.	Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
GRADE LEVEL EXPECTATION	CM.2.3.4.	Participate in songs, finger plays and stories that illustrate combining and taking away objects/items (e.g., Five Little Pumpkins, Anno’s Magic Seeds, One More Bunny). (3.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
GRADE LEVEL EXPECTATION	CM.2.3.5.	Act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 3. (3.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
CONTENT STANDARD	LA.C.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Three-Year-Olds)
BENCHMARK / GLE		MATHEMATICS (CM)
GLE / PROFICIENCY	CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.

GRADE LEVEL EXPECTATION	CM.3.3.1.	Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/not heavy). (3.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
GRADE LEVEL EXPECTATION	CM.3.3.2.	Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter. (3.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
GRADE LEVEL EXPECTATION	CM.3.3.3.	Identify/name simple measurement tools (e.g., ruler, measuring cup, and scale). (3.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.5 Emerging to 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
GRADE LEVEL EXPECTATION	CM.3.3.4.	Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh an apple, or measure one cup of flour during a cooking activity). (3.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
CONTENT STANDARD	LA.C.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Three-Year-Olds)
BENCHMARK / GLE		MATHEMATICS (CM)
GLE / PROFICIENCY	CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
GRADE LEVEL EXPECTATION	CM.4.3.1.	Recognize basic shapes in the environment in two- and three-dimension forms. (3.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)

GRADE LEVEL EXPECTATION	CM.4.3.2.	<p>With prompting and support, name the attributes of two shapes. (3.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.5 Emerging to 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
GRADE LEVEL EXPECTATION	CM.4.3.3.	<p>Create, simple shapes using objects or other materials. (3.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)</p>
GRADE LEVEL EXPECTATION	CM.4.3.4.	<p>Create representations of everyday objects by combining basic shapes (e.g., pictures, tangrams, or block structures to represent a house). (3.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
GRADE LEVEL EXPECTATION	CM.4.3.5.	<p>With prompting and support, combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (3.5)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.7 Emerging to 21b.8 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</p>
GRADE LEVEL EXPECTATION	CM.4.3.6.	<p>Identify positions of objects, self and other people in space (e.g., in/on, over/under, up/down, and inside/outside). (3.6)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)</p>
CONTENT STANDARD	LA.C.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Three-Year-Olds)
BENCHMARK / GLE		SCIENCE (CS)
GLE / PROFICIENCY	CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).



GRADE LEVEL EXPECTATION	CS.1.3.1.	<p>Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	CS.1.3.2.	<p>Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	CS.1.3.3.	<p>Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 28 Uses tools and other technology to perform tasks
GRADE LEVEL EXPECTATION	CS.1.3.4.	<p>Show an understanding of cause and effect relationships that are observed immediately. (3.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	CS.1.3.5.	<p>With prompting and support, talk about cause and effect relationships that are not immediately observable (e.g., that a plant wilted because it was not watered). (3.5)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	CS.1.3.6.	<p>Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	CS.1.3.7.	<p>Participate in simple scientific investigations. (3.7)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 24 Uses scientific inquiry skills



GRADE LEVEL EXPECTATION	CS.1.3.8.	<p>With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <p>Objective 14a.5 Emerging to 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <ul style="list-style-type: none"> • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	CS.1.3.9.	<p>With prompting and support, talk about the meaning of words that are related to the scientific process (e.g., “observation,” “experiment”). (3.9)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 24 Uses scientific inquiry skills
CONTENT STANDARD	LA.C.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Three-Year-Olds)
BENCHMARK / GLE		SCIENCE (CS)
GLE / PROFICIENCY	CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
GRADE LEVEL EXPECTATION	CS.2.3.1.	<p>With prompting and support, observe and describe properties of objects and materials, and how objects and materials can be combined or can change from one form to another (e.g., ice melting to a liquid). (3.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	CS.2.3.2.	<p>Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps, etc.) (3.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 28 Uses tools and other technology to perform tasks
GRADE LEVEL EXPECTATION	CS.2.3.3.	<p>With prompting and support, observe and talk about sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound, etc.). (3.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	CS.2.3.4.	<p>Watch how balls, toys and other objects move and use different strategies to change their speed of motion. (3.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials



CONTENT STANDARD	LA.C.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Three-Year-Olds)
BENCHMARK / GLE		SCIENCE (CS)
GLE / PROFICIENCY	CS.3.	Acquire scientific knowledge related to life science (properties of living things).
GRADE LEVEL EXPECTATION	CS.3.3.1.	<p>With prompting and support, explore, observe, and describe a variety of living creatures and plants. (3.1)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things</p>
GRADE LEVEL EXPECTATION	CS.3.3.2.	<p>Sort living creatures and plants according to at least one characteristic (e.g., size, four-legged animals, hard/soft, etc.). (3.2)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things</p>
GRADE LEVEL EXPECTATION	CS.3.3.3.	<p>Care for living creatures and/or plants with some direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (3.3)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things</p>
GRADE LEVEL EXPECTATION	CS.3.3.4.	<p>Follow adults' guidance on how to act appropriately with living creatures (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). (3.4)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things</p>
GRADE LEVEL EXPECTATION	CS.3.3.5.	<p>Observe very young plants or living creatures over an extended period of time and describe how the plant/living creature changes. (3.5)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things</p>
GRADE LEVEL EXPECTATION	CS.3.3.6.	<p>Use basic vocabulary for plants, animals, and humans (e.g. some names of parts, characteristics). (3.6)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things</p>
CONTENT STANDARD	LA.C.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Three-Year-Olds)
BENCHMARK / GLE		SCIENCE (CS)
GLE / PROFICIENCY	CS.4.	Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).

GRADE LEVEL EXPECTATION	CS.4.3.1.	Describe common weather conditions of the current season and how they compare to other seasons where they live (e.g., summer is hot, winter is cooler). (3.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	CS.4.3.2.	Name the types of clothing needed for different seasons. (3.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	CS.4.3.3.	Identify the characteristics of current weather conditions. (3.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	CS.4.3.4.	Describe objects found in the day or night time sky. (3.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	CS.4.3.5.	Talk about how the sky changes from night to day. (3.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
CONTENT STANDARD	LA.C.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Three-Year-Olds)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.1.	Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.
GRADE LEVEL EXPECTATION	CSS.1.3.1.	Use words to describe events or activities that happened at an earlier time (e.g., "after we had snack" or "last night"). (3.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	CSS.1.3.2.	Remember familiar people even though they may not have seen them for a while. (3.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	CSS.1.3.3.	Describe the sequence of daily routines. (3.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live



GRADE LEVEL EXPECTATION	CSS.1.3.4.	Participate in conversations about familiar people and/or events from the recent past (e.g., what the class did earlier in the day or week). (3.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view • Objective 31 Explores change related to familiar people or places
CONTENT STANDARD	LA.C.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Three-Year-Olds)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.2.	Describe people, events, and symbols of the past and present.
GRADE LEVEL EXPECTATION	CSS.2.3.1.	Look at pictures of self or a family member, caregiver, or peer from the recent past and recognize the person even though she/he looks different from what she/he looks like in the present. (3.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	CSS.2.3.2.	With prompting and support, identify symbolic objects and pictures of local, state, and/or national symbols such as the American flag or bald eagle. (3.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	CSS.2.3.3.	Recognize familiar aspects of community/cultural symbols in books (e.g., Grandma's Gumbo) and songs (e.g., Alligator). (3.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	CSS.2.3.4.	Participate in and talk about local cultural events, holidays and/or celebrations. (3.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
CONTENT STANDARD	LA.C.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Three-Year-Olds)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.3.	Develop an awareness of geographic locations, maps, and landforms.

GRADE LEVEL EXPECTATION	CSS.3.3.1.	Participate in walks and field trips to different places in the community. (3.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	CSS.3.3.2.	Describe familiar places such as the home, center/family day home, etc. (3.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	CSS.3.3.3.	Describe the location of items/areas in the classroom and places in home and community. (3.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	CSS.3.3.4.	Draw or use blocks or other materials to represent places or things he/she has seen. (3.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	CSS.3.3.5.	Recognize and name a map and a globe. (3.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	CSS.3.3.6.	Look at a simple map and find various features/parts of the map with support and guidance. (3.6) <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	CSS.3.3.7.	Participate in conversations about how people can take care of the natural environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders). (3.7) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	CSS.3.3.8.	Identify and use appropriate trash receptacles independently. (3.8) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	CSS.3.3.9.	Participate in daily clean-up activities. (3.9) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
CONTENT STANDARD	LA.C.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Three-Year-Olds)



BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
GRADE LEVEL EXPECTATION	CSS.4.3.1.	Participate in music, dance, and other traditions from various cultures. (3.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	CSS.4.3.2.	Show and talk about objects, food, and customs from own family or culture. (3.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	CSS.4.3.3.	Identify homes that are similar to and/or different from own home. (3.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	CSS.4.3.4.	With prompting and support, describe pictures of shelters/homes in other geographic regions. (3.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	CSS.4.3.5.	Identify the characteristics of one's own home. (3.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD	LA.C.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Three-Year-Olds)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
GRADE LEVEL EXPECTATION	CSS.5.3.1.	Describe classroom and/or home responsibilities (e.g., "I pick up toys" or "I set the table.")(3.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	CSS.5.3.2.	With prompting from adult, carry out routines and responsibilities in the classroom (e.g., cleaning up, care of plants and/or animals, setting out snack). (3.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live

GRADE LEVEL EXPECTATION	CSS.5.3.3.	Follow many rules with little support. (3.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	CSS.5.3.4.	Identify rules that are used at home or in the classroom. (3.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	CSS.5.3.5.	Tell why rules are important. (3.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	CSS.5.3.6.	Describe the roles of various familiar community helpers/workers. (3.6) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	CSS.5.3.7.	Imitate the roles of familiar community workers. (3.7) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
CONTENT STANDARD	LA.C.3.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Three-Year-Olds)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.6.	Demonstrate an awareness of basic economic concepts.
GRADE LEVEL EXPECTATION	CSS.6.3.1.	Demonstrate an awareness of uses of money. (3.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	CSS.6.3.2.	Demonstrate an understanding of the process of buying and selling during play by using props related to buying and selling the way they typically are used by adults. (3.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	CSS.6.3.3.	Express wants and needs. (3.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD	LA.LL.3.	LANGUAGE AND LITERACY DEVELOPMENT (Three-Year-Olds)
BENCHMARK / GLE		SPEAKING AND LISTENING
GLE / PROFICIENCY	LL.1.	Comprehend or understand and use language.

GRADE LEVEL EXPECTATION	LL.1.3.1.	<p>Follow two-step directions. (3.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language b. Follows directions <p>Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences</p>
GRADE LEVEL EXPECTATION	LL.1.3.2.	<p>Demonstrate understanding of simple questions and requests. (3.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
GRADE LEVEL EXPECTATION	LL.1.3.3.	<p>Answer some simple “who”, “what” and “where” questions. (3.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
GRADE LEVEL EXPECTATION	LL.1.3.4.	<p>Listen and respond attentively to simple conversations. (3.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.6 Engages in conversations of at least three exchanges</p>
GRADE LEVEL EXPECTATION	LL.1.3.5.	<p>Use phrases and/or simple sentences and questions. (3.5)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
GRADE LEVEL EXPECTATION	LL.1.3.6.	<p>Ask “why” questions. (3.6)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.6 Engages in conversations of at least three exchanges</p>

GRADE LEVEL EXPECTATION	LL.1.3.7.	With prompting and support, act out familiar stories, rhymes and fingerplays. (3.7) <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.5 Emerging to 9a.6 Describes and tells the use of many familiar items
GRADE LEVEL EXPECTATION	LL.1.3.8.	Use phrases and/or simple sentences that convey a complete thought, “Tommy ate the cookie,” that is easily understood by family and most people outside the home. (3.8) <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four- to six-word sentences
GRADE LEVEL EXPECTATION	LL.1.3.9.	Ask questions that may incorporate expanding vocabulary. (3.9). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
CONTENT STANDARD	LA.LL.3.	LANGUAGE AND LITERACY DEVELOPMENT (Three-Year-Olds)
BENCHMARK / GLE		LANGUAGE
GLE / PROFICIENCY	LL.2.	Comprehend and use increasingly complex and varied vocabulary.
GRADE LEVEL EXPECTATION	LL.2.3.1.	With prompting and support, demonstrate understanding of simple concepts such as opposites and positions. (3.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.7 Emerging to 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
GRADE LEVEL EXPECTATION	LL.2.3.2.	Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.5 Emerging to 9a.6 Describes and tells the use of many familiar items
CONTENT STANDARD	LA.LL.3.	LANGUAGE AND LITERACY DEVELOPMENT (Three-Year-Olds)



BENCHMARK / GLE		READING: LITERATURE AND INFORMATION IN PRINT
GLE / PROFICIENCY	LL.3.	Develop an interest in books and their characteristics.
GRADE LEVEL EXPECTATION	LL.3.3.1.	<p>Find a specific book by looking at the cover. (3.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
GRADE LEVEL EXPECTATION	LL.3.3.2.	<p>Identify the front cover of a book. (3.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
GRADE LEVEL EXPECTATION	LL.3.3.3.	<p>Hold book properly and look at pages of a book from left to right, pretending to read. (3.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills <p>Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>
GRADE LEVEL EXPECTATION	LL.3.3.4.	<p>Imitate teacher reading a story. (3.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills <p>Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>
GRADE LEVEL EXPECTATION	LL.3.3.5.	<p>With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.5 Emerging to 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>



GRADE LEVEL EXPECTATION	LL.3.3.6.	Shows an interest in illustrations. (3.6) <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
CONTENT STANDARD	LA.LL.3.	LANGUAGE AND LITERACY DEVELOPMENT (Three-Year-Olds)
BENCHMARK / GLE		READING: LITERATURE AND INFORMATION IN PRINT
GLE / PROFICIENCY	LL.4.	Comprehend stories and information from books and other print materials.
GRADE LEVEL EXPECTATION	LL.4.3.1.	Answer simple questions about print that has been read aloud several times. (3.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
GRADE LEVEL EXPECTATION	LL.4.3.2.	Retell a simple story with pictures or other props to use as prompts. (3.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts
GRADE LEVEL EXPECTATION	LL.4.3.3.	With prompting and support, identify characters from a story and information from an informational text read aloud. (3.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
GRADE LEVEL EXPECTATION	LL.4.3.4.	With prompting and support, talk about unknown vocabulary words in a text or story read aloud. (3.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures

GRADE LEVEL EXPECTATION	LL.4.3.5.	Distinguish between real objects and play objects (e.g. distinguish between a real apple and a toy apple). (3.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
GRADE LEVEL EXPECTATION	LL.4.3.6.	Use pictures and illustrations of a text to tell a story. (3.6) <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts
GRADE LEVEL EXPECTATION	LL.4.3.7.	With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud. (3.7) <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
GRADE LEVEL EXPECTATION	LL.4.3.8.	Demonstrate understanding of what will happen next in familiar stories. (3.8) <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
CONTENT STANDARD	LA.LL.3.	LANGUAGE AND LITERACY DEVELOPMENT (Three-Year-Olds)
BENCHMARK / GLE		READING: FOUNDATIONAL SKILLS
GLE / PROFICIENCY	LL.5.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXPECTATION	LL.5.3.1.	With prompting and support, track across a page or along printed words from top to bottom and left to right. (3.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.3 Emerging to 17b.4 Indicates where to start reading and the direction to follow

GRADE LEVEL EXPECTATION	LL.5.3.2.	<p>Identify name on personal property. (3.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters <p>Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name</p>
GRADE LEVEL EXPECTATION	LL.5.3.3.	<p>With prompting and support, demonstrate an understanding that letters are combined to make words. (3.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.2 Shows understanding that text is meaningful and can be read</p>
GRADE LEVEL EXPECTATION	LL.5.3.4.	<p>Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters <p>Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name</p>
GRADE LEVEL EXPECTATION	LL.5.3.5.	<p>Identify some letters in own name. (3.5)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters <p>Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name</p>
CONTENT STANDARD	LA.LL.3.	LANGUAGE AND LITERACY DEVELOPMENT (Three-Year-Olds)
BENCHMARK / GLE		READING: FOUNDATIONAL SKILLS
GLE / PROFICIENCY	LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
GRADE LEVEL EXPECTATION	LL.6.3.1.	<p>With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs. (3.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.5 Emerging to 15a.6 Decides whether two words rhyme</p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration <p>Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>

GRADE LEVEL EXPECTATION	LL.6.3.2.	<p>With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word). (3.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.2 Shows awareness of separate words in sentences</p>
GRADE LEVEL EXPECTATION	LL.6.3.3.	<p>With prompting and support, show an awareness of beginning sounds in words. (3.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration <p>Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>
GRADE LEVEL EXPECTATION	LL.6.3.4.	<p>With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration <p>Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>
GRADE LEVEL EXPECTATION	LL.6.3.5.	<p>Engage in word play activities in songs and rhymes. (3.5)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.2 Joins in rhyming songs and games</p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration <p>Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>
CONTENT STANDARD	LA.LL.3.	LANGUAGE AND LITERACY DEVELOPMENT (Three-Year-Olds)
BENCHMARK / GLE		WRITING
GLE / PROFICIENCY	LL.7.	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
GRADE LEVEL EXPECTATION	LL.7.3.1.	<p>Experiment with a variety of writing tools, materials, and surfaces. (3.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools <p>Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>

GRADE LEVEL EXPECTATION	LL.7.3.2.	Use early stages of writing to form shapes and letter-like symbols to convey ideas. (3.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
GRADE LEVEL EXPECTATION	LL.7.3.3.	Engage in tactile experiences creating letters and other forms. (3.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
GRADE LEVEL EXPECTATION	LL.7.3.4.	Imitate marks made by adult or older child (approximations). (3.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
GRADE LEVEL EXPECTATION	LL.7.3.5.	Describe picture and/or dictate story to caretaker. (3.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
GRADE LEVEL EXPECTATION	LL.7.3.6.	With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games). (3.6) <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
CONTENT STANDARD	LA.PM.3.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Three-Year-Olds)
BENCHMARK / GLE		MOTOR SKILLS AND PHYSICAL FITNESS
GLE / PROFICIENCY	PM.1.	Develop large muscle control and coordinate movements in their upper and/or lower body.

GRADE LEVEL EXPECTATION	PM.1.3.1.	<p>Use arms and legs for balance and motor control when walking, jumping, throwing and climbing. (3.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.6 Sustains balance during simple movement experiences</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.6 Manipulates balls or similar objects with flexible body movements</p>
GRADE LEVEL EXPECTATION	PM.1.3.2.	<p>Use arms and legs for balance and motor control using objects and equipment for a wide range of physical activities. (3.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.6 Sustains balance during simple movement experiences</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.6 Manipulates balls or similar objects with flexible body movements</p>
CONTENT STANDARD	LA.PM.3.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Three-Year-Olds)
BENCHMARK / GLE		MOTOR SKILLS AND PHYSICAL FITNESS
GLE / PROFICIENCY	PM.2.	Develop small muscle control and coordination.
GRADE LEVEL EXPECTATION	PM.2.3.1.	<p>Use hands, fingers, and wrists for a wide variety of tasks and activities. (3.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
GRADE LEVEL EXPECTATION	PM.2.3.2.	<p>Coordinate eye and hand movements to accomplish simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads, using a crayon). (3.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
CONTENT STANDARD	LA.PM.3.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Three-Year-Olds)
BENCHMARK / GLE		MOTOR SKILLS AND PHYSICAL FITNESS
GLE / PROFICIENCY	PM.3.	Participate in a variety of physical activities to enhance strength and stamina.

GRADE LEVEL EXPECTATION	PM.3.3.1.	<p>Seek out a variety of physical activities such as games and indoor/outdoor play. (3.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.6 Sustains balance during simple movement experiences</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.6 Manipulates balls or similar objects with flexible body movements</p>
GRADE LEVEL EXPECTATION	PM.3.3.2.	<p>Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (3.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.6 Sustains balance during simple movement experiences</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.6 Manipulates balls or similar objects with flexible body movements</p>
CONTENT STANDARD	LA.PM.3.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Three-Year-Olds)
BENCHMARK / GLE		HEALTH AND HYGIENE
GLE / PROFICIENCY	PM.4.	Develop appropriate health and hygiene skills.
GRADE LEVEL EXPECTATION	PM.4.3.1.	<p>Identify foods (real or pictures) that are healthy and less healthy for the body. (3.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION	PM.4.3.2.	<p>Select from a variety of healthy foods that are offered. (3.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION	PM.4.3.3.	<p>Carry out most personal care routines with minimal adult guidance and assistance. (3.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>

GRADE LEVEL EXPECTATION	PM.4.3.4.	<p>Sleep or rest for a sufficient amount of time to support healthy development of their body. (3.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
CONTENT STANDARD	LA.PM.3.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Three-Year-Olds)
BENCHMARK / GLE		SAFETY
GLE / PROFICIENCY	PM.5.	Demonstrate safe behaviors.
GRADE LEVEL EXPECTATION	PM.5.3.1.	<p>Identify and avoid potentially harmful objects, substances, or situations or behaviors with supervision. (3.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION	PM.5.3.2.	<p>State safety rules and follow them with guidance from adults. (3.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
CONTENT STANDARD	LA.SE.3.	SOCIAL-EMOTIONAL DEVELOPMENT (Three-Year-Olds)
BENCHMARK / GLE		SOCIAL RELATIONSHIPS
GLE / PROFICIENCY	SE.1.	Develop healthy relationships and interactions with peers and adults.
GRADE LEVEL EXPECTATION	SE.1.3.1.	<p>Sometimes recognize the feelings others are expressing and acts appropriately when others are happy, sad, angry or afraid (e.g., comforts a friend who gets hurt). (3.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.3 Emerging to 2b.4 Demonstrates concern about the feelings of others</p>
GRADE LEVEL EXPECTATION	SE.1.3.2.	<p>Develop a growing understanding of how his/her actions affect others and begin to accept consequences of their actions. (3.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.4 Demonstrates concern about the feelings of others</p>

GRADE LEVEL EXPECTATION	SE.1.3.3.	Demonstrate emerging awareness and respect for differences between people (culture, ethnicity, abilities, and disabilities). (3.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	SE.1.3.4.	Work or play cooperatively with other children with some direction from adults. (3.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.3 Emerging to 2c.4 Uses successful strategies for entering groups
GRADE LEVEL EXPECTATION	SE.1.3.5.	Resolve conflict with peers by following suggestions from an adult. (3.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.4 Seeks adult help to resolve social problems
GRADE LEVEL EXPECTATION	SE.1.3.6.	Show affection for adults that care for him/her on a regular basis. (3.6) <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
GRADE LEVEL EXPECTATION	SE.1.3.7.	Demonstrate interactions with a few adults who are less familiar. (3.7) <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
GRADE LEVEL EXPECTATION	SE.1.3.8.	Occasionally play with the same one or two children for a short time. (3.8) <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.4 Plays with one or two preferred playmates
GRADE LEVEL EXPECTATION	SE.1.3.9.	Describe one or two children as their friends. (3.9) <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.4 Plays with one or two preferred playmates

GRADE LEVEL EXPECTATION	SE.1.3.10.	Join in with a small group of children. (3.10) <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
CONTENT STANDARD	LA.SE.3.	SOCIAL-EMOTIONAL DEVELOPMENT (Three-Year-Olds)
BENCHMARK / GLE		SELF-CONCEPT AND SELF-EFFICACY
GLE / PROFICIENCY	SE.2.	Develop positive self-identify and sense of belonging.
GRADE LEVEL EXPECTATION	SE.2.3.1.	Recognize self in terms of basic preferences, characteristics, and skills. (3.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD	LA.SE.3.	SOCIAL-EMOTIONAL DEVELOPMENT (Three-Year-Olds)
BENCHMARK / GLE		SELF-CONCEPT AND SELF-EFFICACY
GLE / PROFICIENCY	SE.3.	Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.
GRADE LEVEL EXPECTATION	SE.3.3.1.	Demonstrate confidence in completing familiar tasks. (3.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXPECTATION	SE.3.3.2.	Actively explore the environment and begin to try new experiences. (3.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
GRADE LEVEL EXPECTATION	SE.3.3.3.	Make choices between two or three options (e.g., chooses milk or juice). (3.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT STANDARD	LA.SE.3.	SOCIAL-EMOTIONAL DEVELOPMENT (Three-Year-Olds)
BENCHMARK / GLE		SELF-REGULATION
GLE / PROFICIENCY	SE.4.	Regulate own emotions and behavior.

GRADE LEVEL EXPECTATION	SE.4.3.1.	Recognize and name basic emotions (happy, mad, sad) in self. (3.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
GRADE LEVEL EXPECTATION	SE.4.3.2.	Express own ideas, interests, and feelings through words or actions. (3.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
CONTENT STANDARD	LA.SE.3.	SOCIAL-EMOTIONAL DEVELOPMENT (Three-Year-Olds)
BENCHMARK / GLE		SELF-REGULATION
GLE / PROFICIENCY	SE.5.	Regulate attention, impulses, and behavior.
GRADE LEVEL EXPECTATION	SE.5.3.1.	With prompting and support, follow rules and routines. (3.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
GRADE LEVEL EXPECTATION	SE.5.3.2.	With prompting and support, respond appropriately during teacher-guided and child-initiated activities. (3.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
GRADE LEVEL EXPECTATION	SE.5.3.3.	Cooperate and begin to focus attention during teacher-guided and child-initiated activities. (3.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
GRADE LEVEL EXPECTATION	SE.5.3.4.	With adult support and guidance, wait for short periods of time to get something he/she wants (e.g., waits turn to play with a toy, etc.). (3.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification
CONTENT STANDARD	LA.AL.4.	APPROACHES TO LEARNING (Four-Year-Olds)

BENCHMARK / GLE		INITIATIVE AND CURIOSITY
GLE / PROFICIENCY	AL.1.	Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.
GRADE LEVEL EXPECTATION	AL.1.4.1.	<p>Show curiosity, interest and a willingness to learn new things and try new experiences. (4.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
GRADE LEVEL EXPECTATION	AL.1.4.2.	<p>Choose a multi-step task and complete it on their own. (4.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
CONTENT STANDARD	LA.AL.4.	APPROACHES TO LEARNING (Four-Year-Olds)
BENCHMARK / GLE		ATTENTION, ENGAGEMENT, AND PERSISTENCE
GLE / PROFICIENCY	AL.2.	Demonstrate attention, engagement, and persistence in learning.
GRADE LEVEL EXPECTATION	AL.2.4.1.	<p>Stay engaged with others, objects, and activities despite interruptions or disruption. (4.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
GRADE LEVEL EXPECTATION	AL.2.4.2.	<p>Maintain attention in child-initiated and adult - directed activities despite distractions and interruptions. (4.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
GRADE LEVEL EXPECTATION	AL.2.4.3.	<p>Plan and complete tasks and activities. (4.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</p>
CONTENT STANDARD	LA.AL.4.	APPROACHES TO LEARNING (Four-Year-Olds)
BENCHMARK / GLE		SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GLE / PROFICIENCY	AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.



GRADE LEVEL EXPECTATION	AL.3.4.1.	Identify and understand cause and effect relationships. (4.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
GRADE LEVEL EXPECTATION	AL.3.4.2.	Apply prior knowledge and experiences to learn new skills during play. (4.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
GRADE LEVEL EXPECTATION	AL.3.4.3.	Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
GRADE LEVEL EXPECTATION	AL.3.4.4.	Make specific request for help from both peers and adults as needed. (4.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
CONTENT STANDARD	LA.AL.4.	APPROACHES TO LEARNING (Four-Year-Olds)
BENCHMARK / GLE		SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GLE / PROFICIENCY	AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
GRADE LEVEL EXPECTATION	AL.4.4.1.	Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.6 Changes plans if a better idea is thought of or proposed
GRADE LEVEL EXPECTATION	AL.4.4.2.	Gather information and ask complex questions in order to understand a new or familiar concept. (4.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
CONTENT STANDARD	LA.C.4.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Four-Year-Olds)
BENCHMARK / GLE		CREATIVE THINKING AND EXPRESSION (CC)



GLE / PROFICIENCY	CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
GRADE LEVEL EXPECTATION	CC.1.4.1.	Express thoughts and feelings through movement and musical activities. (4.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	CC.1.4.2.	Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	CC.1.4.3.	Use instruments, other objects and/or their bodies to imitate and produce more complex beat and rhythm patterns. (4.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	CC.1.4.4.	Describe changes in tone, melody, rhythm, and tempo. (4.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	CC.1.4.5.	Use instruments, props, and body creatively to express self through music and movement. (4.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts
CONTENT STANDARD	LA.C.4.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Four-Year-Olds)
BENCHMARK / GLE		CREATIVE THINKING AND EXPRESSION (CC)
GLE / PROFICIENCY	CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
GRADE LEVEL EXPECTATION	CC.2.4.1.	Observe and/or describe what they like and do not like about various forms of art and how it makes them feel. (4.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts

GRADE LEVEL EXPECTATION	CC.2.4.2.	Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included). (4.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	CC.2.4.3.	Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
CONTENT STANDARD	LA.C.4.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Four-Year-Olds)
BENCHMARK / GLE		CREATIVE THINKING AND EXPRESSION (CC)
GLE / PROFICIENCY	CC.3.	Explore roles and experiences through dramatic art and play.
GRADE LEVEL EXPECTATION	CC.3.4.1.	Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	CC.3.4.2.	Role play or use puppets to act out stories or play a character. (4.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	CC.3.4.3.	Represent fantasy and real-life experiences through pretend play. (4.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes • Objective 36 Explores drama through actions and language

GRADE LEVEL EXPECTATION	CC.3.4.4.	<p>Use objects to represent other objects. (4.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p> <ul style="list-style-type: none"> • Objective 36 Explores drama through actions and language
CONTENT STANDARD	LA.C.4.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Four-Year-Olds)
BENCHMARK / GLE		MATHEMATICS (CM)
GLE / PROFICIENCY	CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
GRADE LEVEL EXPECTATION	CM.1.4.1.	<p>Verbally count by ones to 20. (4.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>
GRADE LEVEL EXPECTATION	CM.1.4.2.	<p>Count forward from a given number between 1 and 10, and count backward from 5. (4.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>
GRADE LEVEL EXPECTATION	CM.1.4.3.	<p>Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>
GRADE LEVEL EXPECTATION	CM.1.4.4.	<p>Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>

GRADE LEVEL EXPECTATION	CM.1.4.5.	Identify written numerals 0-10 in the everyday environment. (4.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects
GRADE LEVEL EXPECTATION	CM.1.4.6.	With prompting and support, match a number of objects with the correct written numeral from 0 – 10. (4.6) <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects
GRADE LEVEL EXPECTATION	CM.1.4.7.	Compare sets of objects using same/different and more/less/fewer. (4.7) <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
GRADE LEVEL EXPECTATION	CM.1.4.8.	Identify an object's or person's position as first or last. (4.8) <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.2 Knows a few ordinal numbers
CONTENT STANDARD	LA.C.4.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Four-Year-Olds)
BENCHMARK / GLE		MATHEMATICS (CM)
GLE / PROFICIENCY	CM.2.	Understand basic patterns, concepts, and operations.
GRADE LEVEL EXPECTATION	CM.2.4.1.	Recognize, copy, and extend patterns. (4.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns
GRADE LEVEL EXPECTATION	CM.2.4.2.	Sort objects by more than one attribute (e.g., red circles or blue triangles) and explain the criteria used to sort objects. (4.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.6 Groups objects by one characteristic; then regroupes them using a different characteristic and indicates the reason

GRADE LEVEL EXPECTATION	CM.2.4.3.	Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
GRADE LEVEL EXPECTATION	CM.2.4.4.	Model and act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 6. (4.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
CONTENT STANDARD	LA.C.4.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Four-Year-Olds)
BENCHMARK / GLE		MATHEMATICS (CM)
GLE / PROFICIENCY	CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
GRADE LEVEL EXPECTATION	CM.3.4.1.	Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
GRADE LEVEL EXPECTATION	CM.3.4.2.	Put up to six objects in order by length (seriate). (4.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
GRADE LEVEL EXPECTATION	CM.3.4.3.	Identify/name simple measurement tools and describe what they are used for (e.g., ruler measures length, scale measures weight). (4.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

GRADE LEVEL EXPECTATION	CM.3.4.4.	<p>Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup). (4.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
CONTENT STANDARD	LA.C.4.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Four-Year-Olds)
BENCHMARK / GLE		MATHEMATICS (CM)
GLE / PROFICIENCY	CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
GRADE LEVEL EXPECTATION	CM.4.4.1.	<p>Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
GRADE LEVEL EXPECTATION	CM.4.4.2.	<p>Describe and name attributes of four basic shapes (e.g., a square has four equal sides, a circle is round). (4.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
GRADE LEVEL EXPECTATION	CM.4.4.3.	<p>Copy or replicate one or two dimensional shapes using a variety of materials. (4.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
GRADE LEVEL EXPECTATION	CM.4.4.4.	<p>Combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (4.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.8 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</p>



GRADE LEVEL EXPECTATION	CM.4.4.5.	Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind. (4.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance
CONTENT STANDARD	LA.C.4.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Four-Year-Olds)
BENCHMARK / GLE		SCIENCE (CS)
GLE / PROFICIENCY	CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
GRADE LEVEL EXPECTATION	CS.1.4.1.	Use all five senses to observe, collect information, describe observations, classify based on observations, and form conclusions about what is observed. (4.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	CS.1.4.2.	Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
GRADE LEVEL EXPECTATION	CS.1.4.3.	Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an action and to solve simple problems. (4.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	CS.1.4.4.	Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials and changes observed in the environment. (4.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills • Objective 25 Demonstrates knowledge of the characteristics of living things • Objective 26 Demonstrates knowledge of the physical properties of objects and materials • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	CS.1.4.5.	Conduct simple scientific experiments. (4.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills

GRADE LEVEL EXPECTATION	CS.1.4.6.	Collect, interpret, and communicate data and findings from observations and experiments verbally and/or in written formats. (4.6) <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	CS.1.4.7.	With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., “observation,” “experiment,” “hypothesis,” “conclusion”). (4.7) <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
CONTENT STANDARD	LA.C.4.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Four-Year-Olds)
BENCHMARK / GLE		SCIENCE (CS)
GLE / PROFICIENCY	CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
GRADE LEVEL EXPECTATION	CS.2.4.1.	With prompting and support, observe and describe the properties of objects and materials and how they can be combined or can change from one form to another (solids, liquids, and gases). (4.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	CS.2.4.2.	Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps). (4.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
GRADE LEVEL EXPECTATION	CS.2.4.3.	Explore and describe sources of energy such as lights, bells and other sources of sound. (4.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	CS.2.4.4.	Experiment with balls, toys and other objects to see which objects move faster, what conditions make them move faster and what makes them move slower. (4.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
CONTENT STANDARD	LA.C.4.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Four-Year-Olds)
BENCHMARK / GLE		SCIENCE (CS)
GLE / PROFICIENCY	CS.3.	Acquire scientific knowledge related to life science (properties of living things).



GRADE LEVEL EXPECTATION	CS.3.4.1.	Explore, observe, and describe a variety of living creatures and plants. (4.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	CS.3.4.2.	Classify living creatures and plants into categories according to at least one characteristic. (4.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	CS.3.4.3.	Carry out classroom routines to care for living creatures and/or plants with limited direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (4.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	CS.3.4.4.	Describe and follow guidelines for how to interact with living creatures appropriately (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). (4.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	CS.3.4.5.	Describe plants' and living creatures' life cycles. (4.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	CS.3.4.6.	Use basic vocabulary to name and describe plants and living creatures. (4.6) <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	CS.3.4.7.	Use basic vocabulary to describe similarities and differences between living creatures and plants. (4.7) <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
CONTENT STANDARD	LA.C.4.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Four-Year-Olds)
BENCHMARK / GLE		SCIENCE (CS)
GLE / PROFICIENCY	CS.4.	Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).
GRADE LEVEL EXPECTATION	CS.4.4.1.	Compare, and contrast seasonal changes where they live. (4.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment

GRADE LEVEL EXPECTATION	CS.4.4.2.	Describe the types of clothing needed for different seasons. (4.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	CS.4.4.3.	Describe the current weather and how weather conditions can change from day to day. (4.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	CS.4.4.4.	Describe major features of the earth and sky, and how they change from night to day. (4.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
CONTENT STANDARD	LA.C.4.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Four-Year-Olds)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.1.	Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.
GRADE LEVEL EXPECTATION	CSS.1.4.1.	Describe events, activities, and people from the past using appropriate vocabulary. (4.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	CSS.1.4.2.	Initiate conversations about familiar places, people, and/or events from the past (e.g., where they lived previously, what they did during summer vacation, etc.). (4.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view • Objective 31 Explores change related to familiar people or places
CONTENT STANDARD	LA.C.4.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Four-Year-Olds)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.2.	Describe people, events, and symbols of the past and present.
GRADE LEVEL EXPECTATION	CSS.2.4.1.	Identify similarities/ differences between students, their families, and classroom members with those of the past. (4.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	CSS.2.4.2.	Identify and name some local, state, and national symbols. (4.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live



GRADE LEVEL EXPECTATION	CSS.2.4.3.	Describe familiar elements of the local community and culture. (4.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	CSS.2.4.4.	Describe local, state, and national cultural events, celebrations, and holidays. (4.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
CONTENT STANDARD	LA.C.4.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Four-Year-Olds)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
GRADE LEVEL EXPECTATION	CSS.3.4.1.	Demonstrate geographic knowledge of the geographic features of the classroom and community. (4.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	CSS.3.4.2.	Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	CSS.3.4.3.	Recognize a globe/map as a representation of the earth. (4.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	CSS.3.4.4.	Use a simple map to find specific locations within a familiar environment (e.g., areas within the classroom). (4.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	CSS.3.4.5.	With guidance and support, create a simple drawing that shows the relative location of specific objects and/or features in a familiar environment such as a classroom or playground. (4.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	CSS.3.4.6.	Demonstrate care of the environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders). (4.6) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment



GRADE LEVEL EXPECTATION	CSS.3.4.7.	Participate in daily clean-up activities. (4.7) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
CONTENT STANDARD	LA.C.4.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Four-Year-Olds)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
GRADE LEVEL EXPECTATION	CSS.4.4.1.	Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	CSS.4.4.2.	Discuss shelters/homes in various geographic regions. (4.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
CONTENT STANDARD	LA.C.4.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Four-Year-Olds)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
GRADE LEVEL EXPECTATION	CSS.5.4.1.	Recognize their responsibility as a member of a family and classroom. (4.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	CSS.5.4.2.	Independently carry out specific responsibilities in the classroom (e.g., cleaning up, checking the temperature outside for the group, handing out snack, etc.). (4.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	CSS.5.4.3.	Follow rules that have been established. (4.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	CSS.5.4.4.	Participate in conversations about the importance of rules/ consequences, rights of self, and rights of others. (4.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live

GRADE LEVEL EXPECTATION	CSS.5.4.5.	Identify workers and their roles as citizens within the community. (4.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
CONTENT STANDARD	LA.C.4.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Four-Year-Olds)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.6.	Demonstrate an awareness of basic economic concepts.
GRADE LEVEL EXPECTATION	CSS.6.4.1.	Demonstrate awareness of the purpose of money through play activities. (4.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	CSS.6.4.2.	Demonstrate the role of buyers and sellers in play activities. (4.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	CSS.6.4.3.	Participate in conversations about wants and needs. (4.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD	LA.LL.4.	LANGUAGE AND LITERACY DEVELOPMENT (Four-Year-Olds)
BENCHMARK / GLE		SPEAKING AND LISTENING
GLE / PROFICIENCY	LL.1.	Comprehend or understand and use language.
GRADE LEVEL EXPECTATION	LL.1.4.1.	Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
GRADE LEVEL EXPECTATION	LL.1.4.2.	Listen and respond attentively to conversations. (4.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.6 Engages in conversations of at least three exchanges

GRADE LEVEL EXPECTATION	LL.1.4.3.	<p>With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion). (4.3)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
GRADE LEVEL EXPECTATION	LL.1.4.4.	<p>Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. (4.4)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items</p>
GRADE LEVEL EXPECTATION	LL.1.4.5.	<p>Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. (4.5)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words</p>
GRADE LEVEL EXPECTATION	LL.1.4.6.	<p>Ask questions about a specific topic, activity, and/or text read aloud. (4.6)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items</p>
CONTENT STANDARD	LA.LL.4.	LANGUAGE AND LITERACY DEVELOPMENT (Four-Year-Olds)
BENCHMARK / GLE		LANGUAGE
GLE / PROFICIENCY	LL.2.	Comprehend and use increasingly complex and varied vocabulary.
GRADE LEVEL EXPECTATION	LL.2.4.1.	<p>Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p>

GRADE LEVEL EXPECTATION	LL.2.4.2.	Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
CONTENT STANDARD	LA.LL.4.	LANGUAGE AND LITERACY DEVELOPMENT (Four-Year-Olds)
BENCHMARK / GLE		READING: LITERATURE AND INFORMATION IN PRINT
GLE / PROFICIENCY	LL.3.	Develop an interest in books and their characteristics.
GRADE LEVEL EXPECTATION	LL.3.4.1.	Demonstrates how books are read, such as front-to-back and one page at a time. (4.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
GRADE LEVEL EXPECTATION	LL.3.4.2.	With prompting and support, describe the role of the author and illustrator of a text. (4.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.5 Emerging to 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors
CONTENT STANDARD	LA.LL.4.	LANGUAGE AND LITERACY DEVELOPMENT (Four-Year-Olds)
BENCHMARK / GLE		READING: LITERATURE AND INFORMATION IN PRINT
GLE / PROFICIENCY	LL.4.	Comprehend stories and information from books and other print materials.
GRADE LEVEL EXPECTATION	LL.4.4.1.	With prompting and support, ask and answer questions about print that is read aloud. (4.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult

GRADE LEVEL EXPECTATION	LL.4.4.2.	<p>With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <p>Objective 18a.5 Emerging to 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate</p>
GRADE LEVEL EXPECTATION	LL.4.4.3.	<p>With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <p>Objective 18a.5 Emerging to 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate</p>
GRADE LEVEL EXPECTATION	LL.4.4.4.	<p>With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.5 Emerging to 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate</p>
GRADE LEVEL EXPECTATION	LL.4.4.5.	<p>Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.5 Emerging to 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate</p>
GRADE LEVEL EXPECTATION	LL.4.4.6.	<p>Recognize that texts can be stories (make-believe) or real (give information). (4.6)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.8 Uses various types of books for their intended purposes</p>

GRADE LEVEL EXPECTATION	LL.4.4.7.	<p>With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.7 Emerging to 18a.8 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</p>
GRADE LEVEL EXPECTATION	LL.4.4.8.	<p>With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. (4.8)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.7 Emerging to 18a.8 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</p>
GRADE LEVEL EXPECTATION	LL.4.4.9.	<p>Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.7 Emerging to 18a.8 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</p>
CONTENT STANDARD	LA.LL.4.	LANGUAGE AND LITERACY DEVELOPMENT (Four-Year-Olds)
BENCHMARK / GLE		READING: FOUNDATIONAL SKILLS
GLE / PROFICIENCY	LL.5.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXPECTATION	LL.5.4.1.	<p>With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.3 Emerging to 17b.4 Indicates where to start reading and the direction to follow</p>

GRADE LEVEL EXPECTATION	LL.5.4.2.	With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.3 Emerging to 17b.4 Indicates where to start reading and the direction to follow
GRADE LEVEL EXPECTATION	LL.5.4.3.	With prompting and support, identify own first name in print among two to three other names; point to printed name when asked. (4.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.3 Emerging to 16a.4 Recognizes and names as many as 10 letters, especially those in own name
GRADE LEVEL EXPECTATION	LL.5.4.4.	With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.5 Emerging to 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
GRADE LEVEL EXPECTATION	LL.5.4.5.	Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. (4.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.6 Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
CONTENT STANDARD	LA.LL.4.	LANGUAGE AND LITERACY DEVELOPMENT (Four-Year-Olds)
BENCHMARK / GLE		READING: FOUNDATIONAL SKILLS
GLE / PROFICIENCY	LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
GRADE LEVEL EXPECTATION	LL.6.4.1.	With prompting and support, recognize and produce rhyming words. (4.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously

GRADE LEVEL EXPECTATION	LL.6.4.2.	With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.4 Shows awareness of separate syllables in words
GRADE LEVEL EXPECTATION	LL.6.4.3.	With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.5 Emerging to 15c.6 Verbally blends and separates onset and rime in one-syllable words
GRADE LEVEL EXPECTATION	LL.6.4.4.	Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.4 Shows awareness that some words begin the same way
CONTENT STANDARD	LA.LL.4.	LANGUAGE AND LITERACY DEVELOPMENT (Four-Year-Olds)
BENCHMARK / GLE		WRITING
GLE / PROFICIENCY	LL.7.	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
GRADE LEVEL EXPECTATION	LL.7.4.1.	Use a variety of writing tools in an appropriate manner showing increasing muscular control. (4.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
GRADE LEVEL EXPECTATION	LL.7.4.2.	Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. (4.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message

GRADE LEVEL EXPECTATION	LL.7.4.3.	With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games). (4.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
CONTENT STANDARD	LA.PM.4.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Four-Year-Olds)
BENCHMARK / GLE		MOTOR SKILLS AND PHYSICAL FITNESS
GLE / PROFICIENCY	PM.1.	Develop large muscle control and coordinate movements in their upper and/or lower body.
GRADE LEVEL EXPECTATION	PM.1.4.1.	Use the whole body for balance and motor control when walking, jumping, throwing and climbing. (4.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games • Objective 5 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.8 Manipulates balls or similar objects with a full range of motion
GRADE LEVEL EXPECTATION	PM.1.4.2.	Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games • Objective 5 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.8 Manipulates balls or similar objects with a full range of motion
CONTENT STANDARD	LA.PM.4.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Four-Year-Olds)
BENCHMARK / GLE		MOTOR SKILLS AND PHYSICAL FITNESS
GLE / PROFICIENCY	PM.2.	Develop small muscle control and coordination.
GRADE LEVEL EXPECTATION	PM.2.4.1.	Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements

GRADE LEVEL EXPECTATION	PM.2.4.2.	<p>Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line).(4.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.8 Uses small, precise finger and hand movements</p>
CONTENT STANDARD	LA.PM.4.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Four-Year-Olds)
BENCHMARK / GLE		MOTOR SKILLS AND PHYSICAL FITNESS
GLE / PROFICIENCY	PM.3.	Participate in a variety of physical activities to enhance strength and stamina.
GRADE LEVEL EXPECTATION	PM.3.4.1.	<p>Initiate and engage in a variety of physical activities including games, exercises, and play that enhance physical fitness. (4.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.8 Coordinates increasingly complex movements in play and games</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.8 Sustains balance during complex movement experiences</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.8 Manipulates balls or similar objects with a full range of motion</p>
GRADE LEVEL EXPECTATION	PM.3.4.2.	<p>Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (4.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.8 Coordinates increasingly complex movements in play and games</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.8 Sustains balance during complex movement experiences</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.8 Manipulates balls or similar objects with a full range of motion</p>
CONTENT STANDARD	LA.PM.4.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Four-Year-Olds)
BENCHMARK / GLE		HEALTH AND HYGIENE
GLE / PROFICIENCY	PM.4.	Develop appropriate health and hygiene skills.
GRADE LEVEL EXPECTATION	PM.4.4.1.	<p>Identify different foods and the corresponding food group according to “My Plate”. (4.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.8 Takes responsibility for own well-being</p>

GRADE LEVEL EXPECTATION	PM.4.4.2.	Give a simple explanation as to why a particular food is healthy or unhealthy. (4.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
GRADE LEVEL EXPECTATION	PM.4.4.3.	Exhibit good hygiene habits and manage age-appropriate personal care routines on own. (4.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
GRADE LEVEL EXPECTATION	PM.4.4.4.	Get sufficient sleep and rest to support healthy development of their body. (4.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
CONTENT STANDARD	LA.PM.4.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Four-Year-Olds)
BENCHMARK / GLE		SAFETY
GLE / PROFICIENCY	PM.5.	Demonstrate safe behaviors.
GRADE LEVEL EXPECTATION	PM.5.4.1.	Identify and alert others of potentially hazardous objects, substances, behaviors, and/or situations (that may appear in the child's environment) with supervision. (4.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
GRADE LEVEL EXPECTATION	PM.5.4.2.	Demonstrate and communicate a basic understanding of health and safety rules and respond appropriately to harmful or unsafe situations (e.g., hold an adult's hand when crossing the street, don't touch a hot stove, etc.). (4.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
CONTENT STANDARD	LA.SE.4.	SOCIAL-EMOTIONAL DEVELOPMENT (Four-Year-Olds)
BENCHMARK / GLE		SOCIAL RELATIONSHIPS
GLE / PROFICIENCY	SE.1.	Develop healthy relationships and interactions with peers and adults.

GRADE LEVEL EXPECTATION	SE.1.4.1.	<p>Recognize and respect the feelings, needs, and rights of others (e.g., using polite language, sharing with others). (4.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
GRADE LEVEL EXPECTATION	SE.1.4.2.	<p>Express empathy and sympathy for others. (4.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately</p>
GRADE LEVEL EXPECTATION	SE.1.4.3.	<p>Demonstrate understanding of how one's words and actions affect others. (4.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately</p>
GRADE LEVEL EXPECTATION	SE.1.4.4.	<p>Demonstrate awareness of and respect for differences among people (culture, ethnicity, abilities, and disabilities). (4.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	SE.1.4.5.	<p>Play cooperatively with small group of peers for a sustained time. (4.5)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
GRADE LEVEL EXPECTATION	SE.1.4.6.	<p>Demonstrate cooperation with peers by sharing, taking turns, etc. (4.6)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
GRADE LEVEL EXPECTATION	SE.1.4.7.	<p>Resolve conflict with peers on their own sometimes. (4.7)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems <p>Objective 3b.5 Emerging to 3b.6 Suggest solutions to social problems</p>



GRADE LEVEL EXPECTATION	SE.1.4.8.	Seek help from adults when in conflict with peer, if needed. (4.8) <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.4 Seeks adult help to resolve social problems
GRADE LEVEL EXPECTATION	SE.1.4.9.	Demonstrate positive relationships by seeking out trusted adults for emotional support, physical assistance, social interaction, approval, and problem-solving. (4.9) <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests
GRADE LEVEL EXPECTATION	SE.1.4.10.	Develop and maintain positive relationships with peers. (4.10) <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while
CONTENT STANDARD	LA.SE.4.	SOCIAL-EMOTIONAL DEVELOPMENT (Four-Year-Olds)
BENCHMARK / GLE		SELF-CONCEPT AND SELF-EFFICACY
GLE / PROFICIENCY	SE.2.	Develop positive self-identify and sense of belonging.
GRADE LEVEL EXPECTATION	SE.2.4.1.	Describe self, referring to characteristics, preferences, thoughts, and feelings. (4.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD	LA.SE.4.	SOCIAL-EMOTIONAL DEVELOPMENT (Four-Year-Olds)
BENCHMARK / GLE		SELF-CONCEPT AND SELF-EFFICACY
GLE / PROFICIENCY	SE.3.	Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.
GRADE LEVEL EXPECTATION	SE.3.4.1.	Demonstrate confidence in range of abilities and express pride in accomplishments. (4.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	SE.3.4.2.	Attempt new experiences with confidence. (4.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being

GRADE LEVEL EXPECTATION	SE.3.4.3.	<p>Make choices or decisions from a range of options. (4.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.8 Takes responsibility for own well-being</p>
CONTENT STANDARD	LA.SE.4.	SOCIAL-EMOTIONAL DEVELOPMENT (Four-Year-Olds)
BENCHMARK / GLE		SELF-REGULATION
GLE / PROFICIENCY	SE.4.	Regulate own emotions and behavior.
GRADE LEVEL EXPECTATION	SE.4.4.1.	<p>Recognize and accurately label the feelings of self. (4.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	SE.4.4.2.	<p>Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation. (4.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p>
CONTENT STANDARD	LA.SE.4.	SOCIAL-EMOTIONAL DEVELOPMENT (Four-Year-Olds)
BENCHMARK / GLE		SELF-REGULATION
GLE / PROFICIENCY	SE.5.	Regulate attention, impulses, and behavior.
GRADE LEVEL EXPECTATION	SE.5.4.1.	<p>Follow rules and routines and adapt to changes in rules and routines. (4.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
GRADE LEVEL EXPECTATION	SE.5.4.2.	<p>Demonstrate control over impulsive behaviors and focus attention in various settings but sometimes require adult support and guidance. (4.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p>
GRADE LEVEL EXPECTATION	SE.5.4.3.	<p>With adult support and guidance, wait for short periods of time to get something he/she wants (e.g., waits turn to play with a toy, etc.). (4.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification</p>



Louisiana's Early Learning and Development Standards

Ages birth to 12 months, adopted 2013

CONTENT STANDARD	LA.AL.0.	APPROACHES TO LEARNING (Infants)
BENCHMARK / GLE		INITIATIVE AND CURIOSITY
GLE / PROFICIENCY	AL.1.	Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.
GRADE LEVEL EXPECTATION	AL.1.0.1.	<p>Show interest in body parts (e.g., fingers, toes). (0.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
GRADE LEVEL EXPECTATION	AL.1.0.2.	<p>Explore objects, materials, and/or people using all the senses (e.g., picking objects up and putting them in mouth, focusing attention on an object or someone doing something, etc.). (0.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
GRADE LEVEL EXPECTATION	AL.1.0.3.	<p>Select a particular material, toy or place to explore on their own. (0.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
GRADE LEVEL EXPECTATION	AL.1.0.4.	<p>Use simple behaviors to meet own needs (e.g., feed self with finger food). (0.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
CONTENT STANDARD	LA.AL.0.	APPROACHES TO LEARNING (Infants)
BENCHMARK / GLE		ATTENTION, ENGAGEMENT, AND PERSISTENCE
GLE / PROFICIENCY	AL.2.	Demonstrate attention, engagement, and persistence in learning.

GRADE LEVEL EXPECTATION	AL.2.0.1.	Focus attention on people around him/her. (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
GRADE LEVEL EXPECTATION	AL.2.0.2.	Attend briefly to different people, sights and sounds in the environment. (0.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
GRADE LEVEL EXPECTATION	AL.2.0.3.	Try to make things happen. (0.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
CONTENT STANDARD	LA.AL.0.	APPROACHES TO LEARNING (Infants)
BENCHMARK / GLE		SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GLE / PROFICIENCY	AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
GRADE LEVEL EXPECTATION	AL.3.0.1.	Notice the effect of own actions when playing with a variety of objects and/or interacting with others. (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
GRADE LEVEL EXPECTATION	AL.3.0.2.	Interact with a toy or object in more than one way. (0.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
GRADE LEVEL EXPECTATION	AL.3.0.3.	Use simple actions to solve problems (e.g., scooting to reach favorite toy). (0.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
GRADE LEVEL EXPECTATION	AL.3.0.4.	Play with a variety of objects and notice similar and different outcomes. (0.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal



GRADE LEVEL EXPECTATION	AL.3.0.5.	Look to adult for assistance (e.g., may vocalize to get adult's attention). (0.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
CONTENT STANDARD	LA.AL.0.	APPROACHES TO LEARNING (Infants)
BENCHMARK / GLE		SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GLE / PROFICIENCY	AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
GRADE LEVEL EXPECTATION	AL.4.0.1.	Try a new action with a familiar object when interacting with others. (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
GRADE LEVEL EXPECTATION	AL.4.0.2.	Manipulate objects in order to explore them. (0.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
CONTENT STANDARD	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
BENCHMARK / GLE		CREATIVE THINKING AND EXPRESSION (CC)
GLE / PROFICIENCY	CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
GRADE LEVEL EXPECTATION	CC.1.0.1.	Show interest and respond to different voices and sounds. (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
GRADE LEVEL EXPECTATION	CC.1.0.2.	Listen and respond to music by moving their bodies. (0.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
CONTENT STANDARD	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
BENCHMARK / GLE		CREATIVE THINKING AND EXPRESSION (CC)
GLE / PROFICIENCY	CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.

GRADE LEVEL EXPECTATION	CC.2.0.1.	Respond to or show interest in visual stimuli (e.g., mobiles, stuffed animals, prints, art work, etc.). (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
CONTENT STANDARD	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
BENCHMARK / GLE		CREATIVE THINKING AND EXPRESSION (CC)
GLE / PROFICIENCY	CC.3.	Explore roles and experiences through dramatic art and play.
GRADE LEVEL EXPECTATION	CC.3.0.1.	Observe and imitate the actions of others (e.g., imitates mother's facial expression, holds a baby doll while mother holds a baby). (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
GRADE LEVEL EXPECTATION	CC.3.0.2.	Explore toys and other objects. (0.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
GRADE LEVEL EXPECTATION	CC.3.0.3.	Use everyday items (e.g., pots and pans, wooden spoons, cups) in their play. (0.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.1 Emerging to 14b.2 Imitates actions of others during play; uses real objects as props
CONTENT STANDARD	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
BENCHMARK / GLE		MATHEMATICS (CM)
GLE / PROFICIENCY	CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
GRADE LEVEL EXPECTATION	CM.1.0.1.	Attend to an adult counting. (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a Not Yet

GRADE LEVEL EXPECTATION	CM.1.0.2.	Respond to adult question of whether or not they want more. (0.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.1 Emerging to 20b.2 Demonstrates understanding of the concepts of one, two, and more
CONTENT STANDARD	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
BENCHMARK / GLE		MATHEMATICS (CM)
GLE / PROFICIENCY	CM.2.	Understand basic patterns, concepts, and operations.
GRADE LEVEL EXPECTATION	CM.2.0.1.	Show interest in simple patterns that can be seen in the everyday environment (e.g., carpet squares of repeating colors, blocks arranged in a pattern by their shape). (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
CONTENT STANDARD	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
BENCHMARK / GLE		MATHEMATICS (CM)
GLE / PROFICIENCY	CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
GRADE LEVEL EXPECTATION	CM.3.0.1.	Play with toys and other objects of different sizes and weights. (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.1 Emerging to 22a.2 Makes simple comparisons between two objects
CONTENT STANDARD	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
BENCHMARK / GLE		MATHEMATICS (CM)
GLE / PROFICIENCY	CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
GRADE LEVEL EXPECTATION	CM.4.0.1.	Explore various shapes. (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.1 Emerging to 21b.2 Matches two identical shapes
GRADE LEVEL EXPECTATION	CM.4.0.2.	Move their body in space and observe people and objects as they move through space. (0.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.1 Emerging to 21a.2 Follows simple directions related to position (in, on, under, up, down)



CONTENT STANDARD	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
BENCHMARK / GLE		SCIENCE (CS)
GLE / PROFICIENCY	CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
GRADE LEVEL EXPECTATION	CS.1.0.1.	<p>Explore objects, materials, and/or people using all the senses (e.g., picking objects up and putting them in mouth, focusing attention on an object or someone doing something, etc.). (0.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
GRADE LEVEL EXPECTATION	CS.1.0.2.	<p>Repeat actions that cause changes in objects or people (e.g., shake rattle to make a noise). (0.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.2 Repeats actions to obtain similar results</p>
GRADE LEVEL EXPECTATION	CS.1.0.3.	<p>Occasionally use simple problem-solving strategies to explore objects. (0.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>
GRADE LEVEL EXPECTATION	CS.1.0.4.	<p>Shows curiosity in living creatures, objects, and materials they can see, hear or feel. (0.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
CONTENT STANDARD	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
BENCHMARK / GLE		SCIENCE (CS)
GLE / PROFICIENCY	CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
GRADE LEVEL EXPECTATION	CS.2.0.1.	<p>Explore objects and materials in the indoor and outdoor environment (e.g., splash water, poke finger in the sand). (0.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>

GRADE LEVEL EXPECTATION	CS.2.0.2.	Show interest and curiosity in objects. (0.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
CONTENT STANDARD	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
BENCHMARK / GLE		SCIENCE (CS)
GLE / PROFICIENCY	CS.3.	Acquire scientific knowledge related to life science (properties of living things).
GRADE LEVEL EXPECTATION	CS.3.0.1.	Show interest and curiosity in plants and living creatures. (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	CS.3.0.2.	Look at and explore different parts of human body and living creatures. (0.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
CONTENT STANDARD	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
BENCHMARK / GLE		SCIENCE (CS)
GLE / PROFICIENCY	CS.4.	Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).
GRADE LEVEL EXPECTATION	CS.4.0.1.	Respond to the current weather conditions. (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
CONTENT STANDARD	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.1.	Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.
GRADE LEVEL EXPECTATION	CSS.1.0.1.	Recognize familiar people. (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

GRADE LEVEL EXPECTATION	CSS.1.0.2.	Show anticipation of events in daily routine and activities. (0.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
CONTENT STANDARD	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.2.	Describe people, events, and symbols of the past and present.
GRADE LEVEL EXPECTATION	CSS.2.0.1.	Show interest in people. (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	CSS.2.0.2.	Recognize familiar people. (0.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
GRADE LEVEL EXPECTATION	CSS.2.0.3.	Show interest in holiday, cultural, and/or birthday celebrations for family members and peers. (0.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
CONTENT STANDARD	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
GRADE LEVEL EXPECTATION	CSS.3.0.1.	Explore the immediate environment (inside and outside with adult supervision). (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
CONTENT STANDARD	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.

GRADE LEVEL EXPECTATION	CSS.4.0.1.	Respond to music from various cultures; especially those from their own culture (e.g., lullabies or simple songs). (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	CSS.4.0.2.	Look at books or pictures of homes that are similar to those found in their own community. (0.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
CONTENT STANDARD	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
GRADE LEVEL EXPECTATION	CSS.5.0.1.	Notice others carrying out routines and responsibilities. (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	CSS.5.0.2.	Respond to changes in adult's tone of voice, expression, or visual cues (e.g., shaking head). (0.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.2 Responds to changes in an adult's tone of voice and expression
CONTENT STANDARD	LA.C.0.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Infants)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.6.	Demonstrate an awareness of basic economic concepts.
GRADE LEVEL EXPECTATION	CSS.6.0.1.	Express preferences for food, toys, etc. through vocalizations, gestures and facial expressions. (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD	LA.LL.0.	LANGUAGE AND LITERACY DEVELOPMENT (Infants)
BENCHMARK / GLE		SPEAKING AND LISTENING
GLE / PROFICIENCY	LL.1.	Comprehend or understand and use language.

GRADE LEVEL EXPECTATION	LL.1.0.1.	<p>Show interest in adult speech. (0.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.2 Shows an interest in the speech of others</p>
GRADE LEVEL EXPECTATION	LL.1.0.2.	<p>Look in the direction of sound. (0.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.2 Shows an interest in the speech of others</p>
GRADE LEVEL EXPECTATION	LL.1.0.3.	<p>Recognize words for familiar items such as “cup” or “bottle”. (0.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.3 Emerging to 8a.4 Identifies familiar people, animals, and objects when prompted</p>
GRADE LEVEL EXPECTATION	LL.1.0.4.	<p>Engage in turn-taking. (0.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.2 Engages in simple back-and-forth exchanges with others</p>
GRADE LEVEL EXPECTATION	LL.1.0.5.	<p>Coo when spoken to. (0.5)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.2 Engages in simple back-and-forth exchanges with others</p>
GRADE LEVEL EXPECTATION	LL.1.0.6.	<p>Smile in response to social stimulation. (0.6)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.2 Engages in simple back-and-forth exchanges with others</p>

GRADE LEVEL EXPECTATION	LL.1.0.7.	<p>Know own name by responding when name is spoken. (0.7)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others</p>
GRADE LEVEL EXPECTATION	LL.1.0.8.	<p>Respond to the sound of language and the steady rhythm of words. (0.8)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others</p>
GRADE LEVEL EXPECTATION	LL.1.0.9.	<p>Get attention or express needs through sound, facial expressions, and movements. (0.9)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate</p>
GRADE LEVEL EXPECTATION	LL.1.0.10.	<p>Imitate different sounds. (0.10)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.2 Babbles strings of single consonant sounds and combines sounds</p>
CONTENT STANDARD	LA.LL.0.	LANGUAGE AND LITERACY DEVELOPMENT (Infants)
BENCHMARK / GLE		LANGUAGE
GLE / PROFICIENCY	LL.2.	Comprehend and use increasingly complex and varied vocabulary.
GRADE LEVEL EXPECTATION	LL.2.0.1.	<p>Engage in brief moments of joint attention to imitate positional words through language, music and sounds. (0.1)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate</p>
GRADE LEVEL EXPECTATION	LL.2.0.2.	<p>Recognize names of familiar people and objects. (0.2)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.3 Emerging to 8a.4 Identifies familiar people, animals, and objects when prompted</p>



GRADE LEVEL EXPECTATION	LL.2.0.3.	Use gestures and sounds to communicate needs. (0.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
CONTENT STANDARD	LA.LL.0.	LANGUAGE AND LITERACY DEVELOPMENT (Infants)
BENCHMARK / GLE		READING: LITERATURE AND INFORMATION IN PRINT
GLE / PROFICIENCY	LL.3.	Develop an interest in books and their characteristics.
GRADE LEVEL EXPECTATION	LL.3.0.1.	Manipulate books by holding, chewing, banging, etc. (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
GRADE LEVEL EXPECTATION	LL.3.0.2.	Look at picture books with interest, sometimes pointing at objects. (0.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
GRADE LEVEL EXPECTATION	LL.3.0.3.	Engage in joint attention to books, language, music and sounds. (0.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
CONTENT STANDARD	LA.LL.0.	LANGUAGE AND LITERACY DEVELOPMENT (Infants)
BENCHMARK / GLE		READING: LITERATURE AND INFORMATION IN PRINT
GLE / PROFICIENCY	LL.4.	Comprehend stories and information from books and other print materials.
GRADE LEVEL EXPECTATION	LL.4.0.1.	Engage in brief moments of joint attention to books, language and sounds. (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books

GRADE LEVEL EXPECTATION	LL.4.0.2.	Respond and attend to stories that have been read previously. (0.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
CONTENT STANDARD	LA.LL.0.	LANGUAGE AND LITERACY DEVELOPMENT (Infants)
BENCHMARK / GLE		READING: FOUNDATIONAL SKILLS
GLE / PROFICIENCY	LL.5.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXPECTATION	LL.5.0.1.	Engage in brief moments of joint attention to books, language, music, and sounds. (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
GRADE LEVEL EXPECTATION	LL.5.0.2.	Respond or show excitement when hear own name. (0.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
CONTENT STANDARD	LA.LL.0.	LANGUAGE AND LITERACY DEVELOPMENT (Infants)
BENCHMARK / GLE		READING: FOUNDATIONAL SKILLS
GLE / PROFICIENCY	LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
GRADE LEVEL EXPECTATION	LL.6.0.1.	Coo and babble to self and others. (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.2 Babbles strings of single consonant sounds and combines sounds
GRADE LEVEL EXPECTATION	LL.6.0.2.	Imitate sounds made by caregiver. (0.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others

GRADE LEVEL EXPECTATION	LL.6.0.3.	Make vowel-like sounds or a variety of consonant and vowel sounds. May say first word. (0.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.2 Babbles strings of single consonant sounds and combines sounds
GRADE LEVEL EXPECTATION	LL.6.0.4.	Show recognition of familiar voices, names and environmental sounds. (0.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
CONTENT STANDARD	LA.LL.0.	LANGUAGE AND LITERACY DEVELOPMENT (Infants)
BENCHMARK / GLE		WRITING
GLE / PROFICIENCY	LL.7.	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
GRADE LEVEL EXPECTATION	LL.7.0.1.	Tightly grasp objects when placed in hands. (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
GRADE LEVEL EXPECTATION	LL.7.0.2.	Release object purposefully. (0.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
GRADE LEVEL EXPECTATION	LL.7.0.3.	Use pincer grasp to pick up small objects. (0.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
GRADE LEVEL EXPECTATION	LL.7.0.4.	Preference for using right or left hand is emerging. (0.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully

GRADE LEVEL EXPECTATION	LL.7.0.5.	Transfer objects from hand to hand. (0.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
CONTENT STANDARD	LA.PM.0.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Infants)
BENCHMARK / GLE		MOTOR SKILLS AND PHYSICAL FITNESS
GLE / PROFICIENCY	PM.1.	Develop large muscle control and coordinate movements in their upper and/or lower body.
GRADE LEVEL EXPECTATION	PM.1.0.1.	Develop strength and control of head and back progressing to arms and legs. (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.1 Emerging to 4.2 Moves to explore immediate environment
GRADE LEVEL EXPECTATION	PM.1.0.2.	Develop strength and control of head and back progressing to arms and legs when playing with objects. (0.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.1 Emerging to 4.2 Moves to explore immediate environment
CONTENT STANDARD	LA.PM.0.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Infants)
BENCHMARK / GLE		MOTOR SKILLS AND PHYSICAL FITNESS
GLE / PROFICIENCY	PM.2.	Develop small muscle control and coordination.
GRADE LEVEL EXPECTATION	PM.2.0.1.	Develop small motor control moving from the chest outward to arms, wrist, and hands. (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
GRADE LEVEL EXPECTATION	PM.2.0.2.	Use hands to accomplish actions with rake grasp and/or palming. (0.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully

GRADE LEVEL EXPECTATION	PM.2.0.3.	<p>Coordinate eye and hand movements when eating, grasping, or picking up objects. (0.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.2 Reaches for, touches, and holds objects purposefully</p>
CONTENT STANDARD	LA.PM.0.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Infants)
BENCHMARK / GLE		MOTOR SKILLS AND PHYSICAL FITNESS
GLE / PROFICIENCY	PM.3.	Participate in a variety of physical activities to enhance strength and stamina.
GRADE LEVEL EXPECTATION	PM.3.0.1.	<p>Move body in a variety of ways, (e.g., kicking feet, waving arms, or rolling over). (0.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.2 Moves to explore immediate environment</p>
GRADE LEVEL EXPECTATION	PM.3.0.2.	<p>Engage in play that helps to develop strength in arms and legs (e.g., floor games that provide opportunities for reaching, grasping or pushing). (0.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.2 Reaches, grasps, and releases objects</p>
CONTENT STANDARD	LA.PM.0.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Infants)
BENCHMARK / GLE		HEALTH AND HYGIENE
GLE / PROFICIENCY	PM.4.	Develop appropriate health and hygiene skills.
GRADE LEVEL EXPECTATION	PM.4.0.1.	<p>Willing to try healthy foods offered by caregiver. (0.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
GRADE LEVEL EXPECTATION	PM.4.0.2.	<p>Cooperate with some personal care routines. (0.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
GRADE LEVEL EXPECTATION	PM.4.0.3.	<p>Respond to consistent bedtime routine. (0.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>

GRADE LEVEL EXPECTATION	PM.4.0.4.	Soothe self and fall asleep. (0.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
CONTENT STANDARD	LA.PM.0.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Infants)
BENCHMARK / GLE		SAFETY
GLE / PROFICIENCY	PM.5.	Demonstrate safe behaviors.
GRADE LEVEL EXPECTATION	PM.5.0.1.	Attend to adult cues (e.g., facial expression, tone of voice) that indicate a harmful or unsafe situation. (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.2 Responds to changes in an adult's tone of voice and expression
GRADE LEVEL EXPECTATION	PM.5.0.2.	May cry upon seeing adult reaction to a potential harmful situation. (0.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.2 Responds to changes in an adult's tone of voice and expression
CONTENT STANDARD	LA.SE.0.	SOCIAL-EMOTIONAL DEVELOPMENT (Infants)
BENCHMARK / GLE		SOCIAL RELATIONSHIPS
GLE / PROFICIENCY	SE.1.	Develop healthy relationships and interactions with peers and adults.
GRADE LEVEL EXPECTATION	SE.1.0.1.	Notice and pay attention to others. (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
GRADE LEVEL EXPECTATION	SE.1.0.2.	Notice how others respond to his/her behaviors. (0.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
GRADE LEVEL EXPECTATION	SE.1.0.3.	Explore a variety of things in the environment (e.g., reach for a toy, put a rattle in mouth). (0.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment



GRADE LEVEL EXPECTATION	SE.1.0.4.	Participate in simple back and forth play and interaction with adults. (0.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
GRADE LEVEL EXPECTATION	SE.1.0.5.	Attend and respond to familiar adults. (0.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
GRADE LEVEL EXPECTATION	SE.1.0.6.	Become frightened or distressed when separated from familiar caregiver. (0.6) <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
GRADE LEVEL EXPECTATION	SE.1.0.7.	Move or cry to seek attention and comfort from familiar adults. (0.7) <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
GRADE LEVEL EXPECTATION	SE.1.0.8.	Touch, smile, or babble to other infants. (0.8) <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions
CONTENT STANDARD	LA.SE.0.	SOCIAL-EMOTIONAL DEVELOPMENT (Infants)
BENCHMARK / GLE		SELF-CONCEPT AND SELF-EFFICACY
GLE / PROFICIENCY	SE.2.	Develop positive self-identify and sense of belonging.
GRADE LEVEL EXPECTATION	SE.2.0.1.	Show awareness of body parts of self and others. (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	SE.2.0.2.	Express preferences for objects, activities and people. (0.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self

GRADE LEVEL EXPECTATION	SE.2.0.3.	Respond to his/her own name by movements or facial expressions. (0.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD	LA.SE.0.	SOCIAL-EMOTIONAL DEVELOPMENT (Infants)
BENCHMARK / GLE		SELF-CONCEPT AND SELF-EFFICACY
GLE / PROFICIENCY	SE.3.	Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.
GRADE LEVEL EXPECTATION	SE.3.0.1.	Show that she/he expects results from own actions (e.g., repeat loud noise to gain attention, hit toy over and over to produce sound). (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
GRADE LEVEL EXPECTATION	SE.3.0.2.	Express pleasure at things he/she has done (e.g., wiggle, coo, laugh). (0.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.3 Emerging to 1c.4 Seeks to do things for self
GRADE LEVEL EXPECTATION	SE.3.0.3.	Actively explore toys, and objects in the environment. (0.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
GRADE LEVEL EXPECTATION	SE.3.0.4.	Express preferences for objects, activities and people. (0.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD	LA.SE.0.	SOCIAL-EMOTIONAL DEVELOPMENT (Infants)
BENCHMARK / GLE		SELF-REGULATION
GLE / PROFICIENCY	SE.4.	Regulate own emotions and behavior.
GRADE LEVEL EXPECTATION	SE.4.0.1.	Respond to adult's expression of feelings (e.g., their facial and vocal expressions). (0.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions

GRADE LEVEL EXPECTATION	SE.4.0.2.	<p>Calm down when held, rocked, or talked to by a familiar adult. (0.2)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manage feelings Objective 1a.2 Uses adult support to calm self</p>
GRADE LEVEL EXPECTATION	SE.4.0.3.	<p>Use simple behaviors to comfort self or ease distress (e.g., turns away when overstimulated). (0.3)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manage feelings Objective 1a.2 Uses adult support to calm self</p>
GRADE LEVEL EXPECTATION	SE.4.0.4.	<p>Express basic feelings (e.g., fear, anger, surprise) through facial expressions, body movements, crying, smiling, laughing, and/or cooing. (0.4)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
CONTENT STANDARD	LA.SE.0.	SOCIAL-EMOTIONAL DEVELOPMENT (Infants)
BENCHMARK / GLE		SELF-REGULATION
GLE / PROFICIENCY	SE.5.	Regulate attention, impulses, and behavior.
GRADE LEVEL EXPECTATION	SE.5.0.1.	<p>Respond to having needs met. (0.1)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
GRADE LEVEL EXPECTATION	SE.5.0.2.	<p>Respond to changes in adult's tone of voice, expression, and visual cues (e.g., shaking head). (0.2)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.2 Responds to changes in an adult's tone of voice and expression</p>

Louisiana's Early Learning and Development Standards

Ages 13 to 24 months, adopted 2013

CONTENT STANDARD	LA.AL.1.	APPROACHES TO LEARNING (Young Toddlers)
BENCHMARK / GLE		INITIATIVE AND CURIOSITY
GLE / PROFICIENCY	AL.1.	Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.
GRADE LEVEL EXPECTATION	AL.1.1.1.	<p>Show curiosity and interest in actively exploring the environment. (1.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
GRADE LEVEL EXPECTATION	AL.1.1.2.	<p>Express choices and preferences. (1.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
GRADE LEVEL EXPECTATION	AL.1.1.3.	<p>Try to help with simple tasks and activities. (1.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.2 Repeats actions to obtain similar results</p>
CONTENT STANDARD	LA.AL.1.	APPROACHES TO LEARNING (Young Toddlers)
BENCHMARK / GLE		ATTENTION, ENGAGEMENT, AND PERSISTENCE
GLE / PROFICIENCY	AL.2.	Demonstrate attention, engagement, and persistence in learning.
GRADE LEVEL EXPECTATION	AL.2.1.1.	<p>Interact with people, objects or activities for short periods of time. (1.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
GRADE LEVEL EXPECTATION	AL.2.1.2.	<p>Show interest in activities, people and the environment for a short period of time. (1.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>



GRADE LEVEL EXPECTATION	AL.2.1.3.	<p>Show pleasure in completing simple tasks. (1.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
CONTENT STANDARD	LA.AL.1.	APPROACHES TO LEARNING (Young Toddlers)
BENCHMARK / GLE		SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GLE / PROFICIENCY	AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
GRADE LEVEL EXPECTATION	AL.3.1.1.	<p>Repeat behaviors to produce interesting effects, such as shaking a stuffed animal to listen to the sound that it makes. (1.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
GRADE LEVEL EXPECTATION	AL.3.1.2.	<p>Observe others' actions with objects and materials to learn strategies for interaction. (1.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
GRADE LEVEL EXPECTATION	AL.3.1.3.	<p>Solve familiar problems or tasks. (1.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
GRADE LEVEL EXPECTATION	AL.3.1.4.	<p>Use trial and error to solve a new problem or unfamiliar task. (1.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
GRADE LEVEL EXPECTATION	AL.3.1.5.	<p>Use gestures and simple language when help is needed. (1.5)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.3 Emerging to 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
CONTENT STANDARD	LA.AL.1.	APPROACHES TO LEARNING (Young Toddlers)
BENCHMARK / GLE		SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING

GLE / PROFICIENCY	AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
GRADE LEVEL EXPECTATION	AL.4.1.1.	Use familiar objects in new and unexpected ways. (1.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
GRADE LEVEL EXPECTATION	AL.4.1.2.	Ask questions to obtain adult response. (1.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.3 Emerging to 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
CONTENT STANDARD	LA.C.1.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Young Toddlers)
BENCHMARK / GLE		CREATIVE THINKING AND EXPRESSION (CC)
GLE / PROFICIENCY	CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
GRADE LEVEL EXPECTATION	CC.1.1.1.	Imitate sounds and movements to favorite songs or music. (1.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	CC.1.1.2.	Make sounds using musical toys and other objects (e.g. push toys, toys that make sounds or music, wooden blocks, etc.). (1.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	CC.1.1.3.	Move their bodies in simple ways (e.g., sway, clap hands) and use objects to produce sounds and/or music. (1.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
CONTENT STANDARD	LA.C.1.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Young Toddlers)
BENCHMARK / GLE		CREATIVE THINKING AND EXPRESSION (CC)
GLE / PROFICIENCY	CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.

GRADE LEVEL EXPECTATION	CC.2.1.1.	Show interest in visual stimuli such as wall hangings, paintings, pictures, or photographs. (1.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	CC.2.1.2.	Explore art materials (e.g., mouthing, banging, grasp crayon in hand, make marks on paper, etc.). (1.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
CONTENT STANDARD	LA.C.1.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Young Toddlers)
BENCHMARK / GLE		CREATIVE THINKING AND EXPRESSION (CC)
GLE / PROFICIENCY	CC.3.	Explore roles and experiences through dramatic art and play.
GRADE LEVEL EXPECTATION	CC.3.1.1.	Use one object to represent another object. (1.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
GRADE LEVEL EXPECTATION	CC.3.1.2.	Imitate voice inflections and facial expressions from a character in a story. (1.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
GRADE LEVEL EXPECTATION	CC.3.1.3.	Imitate more than one action seen previously (e.g., picks up phone and paces while jabbering). (1.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
CONTENT STANDARD	LA.C.1.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Young Toddlers)
BENCHMARK / GLE		MATHEMATICS (CM)
GLE / PROFICIENCY	CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
GRADE LEVEL EXPECTATION	CM.1.1.1.	Participate in simple counting activities. (1.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.2 Verbally counts (not always in the correct order)

GRADE LEVEL EXPECTATION	CM.1.1.2.	Understand the concepts of “more” and “all.” (1.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
CONTENT STANDARD	LA.C.1.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Young Toddlers)
BENCHMARK / GLE		MATHEMATICS (CM)
GLE / PROFICIENCY	CM.2.	Understand basic patterns, concepts, and operations.
GRADE LEVEL EXPECTATION	CM.2.1.1.	Show interest in simple patterns that can be seen in the everyday environment (e.g., carpet squares of repeating colors, blocks arranged in a pattern by their shape). (1.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
GRADE LEVEL EXPECTATION	CM.2.1.2.	Imitate simple movement patterns. (1.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
GRADE LEVEL EXPECTATION	CM.2.1.3.	Participate in comparing objects/toys by one observable/physical attribute (e.g., color, size, shape). (1.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.2 Matches similar objects
GRADE LEVEL EXPECTATION	CM.2.1.4.	Match/group a small number of objects together based on one observable/physical attribute (e.g., color, size, shape). (1.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.2 Matches similar objects
GRADE LEVEL EXPECTATION	CM.2.1.5.	Participate in activities that combine and separate groups/sets of objects. (1.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
CONTENT STANDARD	LA.C.1.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Young Toddlers)
BENCHMARK / GLE		MATHEMATICS (CM)



GLE / PROFICIENCY	CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
GRADE LEVEL EXPECTATION	CM.3.1.1.	With adult support, notice differences in the size of objects. (1.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.1 Emerging to 22a.2 Makes simple comparisons between two objects
GRADE LEVEL EXPECTATION	CM.3.1.2.	Participate in activities that compare the size and weight of objects. (1.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
CONTENT STANDARD	LA.C.1.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Young Toddlers)
BENCHMARK / GLE		MATHEMATICS (CM)
GLE / PROFICIENCY	CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
GRADE LEVEL EXPECTATION	CM.4.1.1.	Explore the ways shapes and objects fit together (e.g., if a piece comes off a toy, put it back on; solve one- or two-piece puzzles). (1.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
GRADE LEVEL EXPECTATION	CM.4.1.2.	Move their body to follow simple directions related to position in space (e.g., on, under, up, down). (1.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)
CONTENT STANDARD	LA.C.1.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Young Toddlers)
BENCHMARK / GLE		SCIENCE (CS)
GLE / PROFICIENCY	CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
GRADE LEVEL EXPECTATION	CS.1.1.1.	Use all five senses to observe and explore living things, objects, materials, and changes that take place in the immediate environment. (1.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment

GRADE LEVEL EXPECTATION	CS.1.1.2.	<p>Notice cause and effect relationships (e.g., notice that a toy dropped from a high chair always falls to the floor makes a clanging sound when it hits the floor). (1.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.4 Practices an activity many times until successful</p>
GRADE LEVEL EXPECTATION	CS.1.1.3.	<p>Repeat action to cause desired effect (e.g., hit button on a musical toy to make the music play, fill a bucket with sand, knock it over and watch the sand pour out). (1.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.4 Practices an activity many times until successful</p>
GRADE LEVEL EXPECTATION	CS.1.1.4.	<p>Try different ways of solving a problem (e.g., pull the string on a toy that is stuck under something use a stick to dislodge a toy that is stuck). (1.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>
GRADE LEVEL EXPECTATION	CS.1.1.5.	<p>Show interest and curiosity in living creatures, objects, and materials, and in changes they can see, hear or feel. (1.5)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
GRADE LEVEL EXPECTATION	CS.1.1.6.	<p>Put materials, substances, and/or objects together in new or unexpected ways to see what will happen (e.g., combine paint colors to see what happens, experiment to see what sticks on contact paper collage). (1.6)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.3 Emerging to 11d.4 Explores and investigates ways to make something happen</p>
GRADE LEVEL EXPECTATION	CS.1.1.7.	<p>Verbally or non-verbally communicate what they see, hear or feel for living creatures, objects, materials or changes that happen in the environment. (1.7)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things • Objective 26 Demonstrates knowledge of the physical properties of objects and materials • Objective 27 Demonstrates knowledge of Earth's environment



CONTENT STANDARD	LA.C.1.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Young Toddlers)
BENCHMARK / GLE		SCIENCE (CS)
GLE / PROFICIENCY	CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
GRADE LEVEL EXPECTATION	CS.2.1.1.	<p>Explore objects and materials in the indoor and outdoor environment (e.g., splash water, poke finger in the sand). (1.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
GRADE LEVEL EXPECTATION	CS.2.1.2.	<p>Use toys and other objects to make things happen (e.g., kick a ball to knock down some blocks, use a shovel to scoop sand into a bucket). (1.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.2 Repeats actions to obtain similar results</p>
GRADE LEVEL EXPECTATION	CS.2.1.3.	<p>Watch how balls, toys and other objects move. (1.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
CONTENT STANDARD	LA.C.1.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Young Toddlers)
BENCHMARK / GLE		SCIENCE (CS)
GLE / PROFICIENCY	CS.3.	Acquire scientific knowledge related to life science (properties of living things).
GRADE LEVEL EXPECTATION	CS.3.1.1.	<p>Explore the characteristics of living creatures (e.g., touches caregiver's face, looks intently at a leaf, or grabs the cat's tail). (1.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	CS.3.1.2.	<p>Notice differences in characteristics of living creatures and plants (e.g., parts of a plant, animals with fur versus scales, big and small people). (1.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	CS.3.1.3.	<p>Participate in caring for living creatures and/or plants (e.g., feed fish, water plants in the classroom). (1.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things

GRADE LEVEL EXPECTATION	CS.3.1.4.	<p>Notice and explore differences in characteristics of living creatures and plants (e.g., a little plant versus a big plant, a baby animal versus a full-grown animal). (1.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	CS.3.1.5.	<p>Show where common parts of an animal or human are when named by adult (e.g., point to the dog's ear, show me your foot). (1.5)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things
CONTENT STANDARD	LA.C.1.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Young Toddlers)
BENCHMARK / GLE		SCIENCE (CS)
GLE / PROFICIENCY	CS.4.	Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).
GRADE LEVEL EXPECTATION	CS.4.1.1.	<p>Notice the current weather conditions. (1.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	CS.4.1.2.	<p>Participate in stories, songs, and finger plays about seasons and the weather. (1.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	CS.4.1.3.	<p>Observe and name objects found in the daytime or nighttime sky (e.g., sun, moon). (1.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	CS.4.1.4.	<p>Participate in stories, songs, and finger plays about day and night. (1.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 27 Demonstrates knowledge of Earth's environment
CONTENT STANDARD	LA.C.1.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Young Toddlers)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.1.	Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.
GRADE LEVEL EXPECTATION	CSS.1.1.1.	<p>Remember familiar people (e.g., object permanence). (1.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

GRADE LEVEL EXPECTATION	CSS.1.1.2.	<p>Show anticipation of events in daily routine. (1.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
CONTENT STANDARD	LA.C.1.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Young Toddlers)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.2.	Describe people, events, and symbols of the past and present.
GRADE LEVEL EXPECTATION	CSS.2.1.1.	<p>Differentiate between person attached to/family members and others. (1.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
GRADE LEVEL EXPECTATION	CSS.2.1.2.	<p>Participate in holiday, cultural and/or birthday celebrations for family members and peers. (1.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
CONTENT STANDARD	LA.C.1.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Young Toddlers)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
GRADE LEVEL EXPECTATION	CSS.3.1.1.	<p>Move from one area to another to explore the environment. (1.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	CSS.3.1.2.	<p>Assist with classroom clean-up routines such as picking up toys. (1.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
CONTENT STANDARD	LA.C.1.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Young Toddlers)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
GRADE LEVEL EXPECTATION	CSS.4.1.1.	<p>Participate in simple ways in rhymes and music from various cultures. (1.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live

GRADE LEVEL EXPECTATION	CSS.4.1.2.	Listen for short periods of time and look at pictures of shelters/homes in different geographic regions. (1.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
CONTENT STANDARD	LA.C.1.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Young Toddlers)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
GRADE LEVEL EXPECTATION	CSS.5.1.1.	Participate in simple routines with adult support (e.g., putting away toys or handing out napkins). (1.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
GRADE LEVEL EXPECTATION	CSS.5.1.2.	Respond to guidance when redirected or given one word instructions. (1.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
GRADE LEVEL EXPECTATION	CSS.5.1.3.	Notice community workers they see on a regular basis (e.g., persons who collect the garbage, etc.). (1.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
CONTENT STANDARD	LA.C.1.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Young Toddlers)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.6.	Demonstrate an awareness of basic economic concepts.
GRADE LEVEL EXPECTATION	CSS.6.1.1.	Communicate desire for objects and/or persons that are in the classroom or home. (1.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD	LA.LL.1.	LANGUAGE AND LITERACY DEVELOPMENT (Young Toddlers)
BENCHMARK / GLE		SPEAKING AND LISTENING
GLE / PROFICIENCY	LL.1.	Comprehend or understand and use language.

GRADE LEVEL EXPECTATION	LL.1.1.1.	<p>Attend to adult language. (1.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.2 Shows an interest in the speech of others</p>
GRADE LEVEL EXPECTATION	LL.1.1.2.	<p>Respond to adult's facial expressions (e.g., stops throwing blocks after a stern look from adult). (1.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.4 Accepts redirection from adults</p>
GRADE LEVEL EXPECTATION	LL.1.1.3.	<p>Identify familiar people or objects when asked. (1.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
GRADE LEVEL EXPECTATION	LL.1.1.4.	<p>Follow simple commands (e.g., "Come here"). (1.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language b. Follows directions <p>Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice</p>
GRADE LEVEL EXPECTATION	LL.1.1.5.	<p>Use facial expression to show excitement or distress. (1.5)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.2 Vocalizes and gestures to communicate</p>
GRADE LEVEL EXPECTATION	LL.1.1.6.	<p>Use gestures and words to communicate needs. (1.6)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.2 Vocalizes and gestures to communicate</p>

GRADE LEVEL EXPECTATION	LL.1.1.7.	<p>Repeat familiar words. (1.7)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>
GRADE LEVEL EXPECTATION	LL.1.1.8.	<p>Respond to simple rhymes and fingerplays. (1.8)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>
GRADE LEVEL EXPECTATION	LL.1.1.9.	<p>Use hand gestures to show recognition of a song. (1.9)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.1 Emerging to 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>
GRADE LEVEL EXPECTATION	LL.1.1.10.	<p>Use one to two words to communicate (ask questions or signal needs) so that the communication is understood by family and familiar adults most of the time. (1.10)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.2 Uses one- or two-word sentences or phrases</p>
CONTENT STANDARD	LA.LL.1.	LANGUAGE AND LITERACY DEVELOPMENT (Young Toddlers)
BENCHMARK / GLE		LANGUAGE
GLE / PROFICIENCY	LL.2.	Comprehend and use increasingly complex and varied vocabulary.
GRADE LEVEL EXPECTATION	LL.2.1.1.	<p>Demonstrate positional words with body movement or through gestures. (1.1)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)</p>

GRADE LEVEL EXPECTATION	LL.2.1.2.	<p>Use words such as “mama” and “dada”. (1.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.4 Names familiar, people, animals, and objectives</p>
GRADE LEVEL EXPECTATION	LL.2.1.3.	<p>Attempt to say new word offered by an adult (e.g., “That is a bird, can you say bird?”). (1.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>
CONTENT STANDARD	LA.LL.1.	LANGUAGE AND LITERACY DEVELOPMENT (Young Toddlers)
BENCHMARK / GLE		READING: LITERATURE AND INFORMATION IN PRINT
GLE / PROFICIENCY	LL.3.	Develop an interest in books and their characteristics.
GRADE LEVEL EXPECTATION	LL.3.1.1.	<p>Look at books independently and with an adult. (1.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>
GRADE LEVEL EXPECTATION	LL.3.1.2.	<p>Select a book to look at and/or take it to an adult to read. (1.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>
GRADE LEVEL EXPECTATION	LL.3.1.3.	<p>Attends to picture books on own and with an adult for sustained periods of time. (1.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>

GRADE LEVEL EXPECTATION	LL.3.1.4.	<p>Turn pages of a book held by an adult, but not necessarily from front to back or page by page. (1.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.3 Emerging to 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
CONTENT STANDARD	LA.LL.1.	LANGUAGE AND LITERACY DEVELOPMENT (Young Toddlers)
BENCHMARK / GLE		READING: LITERATURE AND INFORMATION IN PRINT
GLE / PROFICIENCY	LL.4.	Comprehend stories and information from books and other print materials.
GRADE LEVEL EXPECTATION	LL.4.1.1.	<p>Identify pictures of specific characters, scenes, or objects that are part of a book when asked. (1.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills <p>Objective 18b.1 Emerging to 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>
GRADE LEVEL EXPECTATION	LL.4.1.2.	<p>Look to an adult for the name of an object or character portrayed in a picture within a book. (1.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.1 Emerging to 18a.2 Contributes particular language from the book at the appropriate time</p>
GRADE LEVEL EXPECTATION	LL.4.1.3.	<p>Anticipate familiar elements in a story as indicated by gestures or facial expression (e.g., show of excitement, and mimicking sounds). (1.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.2 Contributes particular language from the book at the appropriate time</p>
GRADE LEVEL EXPECTATION	LL.4.1.4.	<p>With prompting and support, point to pictures of favorite characters or familiar objects in a book. (1.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills <p>Objective 18b.1 Emerging to 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>



GRADE LEVEL EXPECTATION	LL.4.1.5.	Point to a picture or illustration in a story book and look to an adult for the name of the object or character. (1.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.1 Emerging to 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
CONTENT STANDARD	LA.LL.1.	LANGUAGE AND LITERACY DEVELOPMENT (Young Toddlers)
BENCHMARK / GLE		READING: FOUNDATIONAL SKILLS
GLE / PROFICIENCY	LL.5.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXPECTATION	LL.5.1.1.	Point to pictures and words in book. (1.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
GRADE LEVEL EXPECTATION	LL.5.1.2.	Recognize and respond to own name. (1.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
CONTENT STANDARD	LA.LL.1.	LANGUAGE AND LITERACY DEVELOPMENT (Young Toddlers)
BENCHMARK / GLE		READING: FOUNDATIONAL SKILLS
GLE / PROFICIENCY	LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
GRADE LEVEL EXPECTATION	LL.6.1.1.	Make vowel-like sounds or a variety of consonant and vowel sounds. (1.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.2 Babbles strings of single consonant sounds and combines sounds
GRADE LEVEL EXPECTATION	LL.6.1.2.	Imitate inflection. (1.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people

GRADE LEVEL EXPECTATION	LL.6.1.3.	<p>Communicate using sounds, words and/or gestures. (1.3)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects</p>
GRADE LEVEL EXPECTATION	LL.6.1.4.	<p>Copy some motions of adults during fingerplays. (1.4)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.1 Emerging to 15a.2 Joins in rhyming songs and games</p>
GRADE LEVEL EXPECTATION	LL.6.1.5.	<p>Participate in sound and word play. (1.5)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games</p>
GRADE LEVEL EXPECTATION	LL.6.1.6.	<p>Say first word. (1.6)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.3 Emerging to 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>
CONTENT STANDARD	LA.LL.1.	LANGUAGE AND LITERACY DEVELOPMENT (Young Toddlers)
BENCHMARK / GLE		WRITING
GLE / PROFICIENCY	LL.7.	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
GRADE LEVEL EXPECTATION	LL.7.1.1.	<p>Dot or scribble with crayons, may progress to vertical lines. (1.1)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message</p>
GRADE LEVEL EXPECTATION	LL.7.1.2.	<p>Holds marker or crayon with the fist. (1.2)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper</p>

GRADE LEVEL EXPECTATION	LL.7.1.3.	Scribble or make random marks on paper. (1.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message
GRADE LEVEL EXPECTATION	LL.7.1.4.	Scribble, as if writing. (1.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message
CONTENT STANDARD	LA.PM.1.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Young Toddlers)
BENCHMARK / GLE		MOTOR SKILLS AND PHYSICAL FITNESS
GLE / PROFICIENCY	PM.1.	Develop large muscle control and coordinate movements in their upper and/or lower body.
GRADE LEVEL EXPECTATION	PM.1.1.1.	Control and coordinate movement of arms, legs, and neck. (1.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements
GRADE LEVEL EXPECTATION	PM.1.1.2.	Control and coordinate movement of arms, legs, and neck when using a variety of objects. (1.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements
CONTENT STANDARD	LA.PM.1.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Young Toddlers)
BENCHMARK / GLE		MOTOR SKILLS AND PHYSICAL FITNESS
GLE / PROFICIENCY	PM.2.	Develop small muscle control and coordination.

GRADE LEVEL EXPECTATION	PM.2.1.1.	<p>Demonstrate control of wrists, hands, and fingers. (1.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
GRADE LEVEL EXPECTATION	PM.2.1.2.	<p>Use pincer grasp (their thumb and forefinger) to pick up small objects. (1.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
GRADE LEVEL EXPECTATION	PM.2.1.3.	<p>Hold an object in one hand and manipulate it with the other hand. (1.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
GRADE LEVEL EXPECTATION	PM.2.1.4.	<p>Coordinate eye and hand movements to explore objects or complete activities (e.g., transfer object from one hand to the other, stack blocks to build a tower). (1.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
CONTENT STANDARD	LA.PM.1.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Young Toddlers)
BENCHMARK / GLE		MOTOR SKILLS AND PHYSICAL FITNESS
GLE / PROFICIENCY	PM.3.	Participate in a variety of physical activities to enhance strength and stamina.
GRADE LEVEL EXPECTATION	PM.3.1.1.	<p>Participate in a variety of indoor and outdoor play activities. (1.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.4 Experiments with different ways of balancing</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.4 Manipulates balls or similar objects with stiff body movements</p>

GRADE LEVEL EXPECTATION	PM.3.1.2.	Engage in play that helps to develop strength in arms and legs (e.g., filling and dumping a bucket, pushing a baby stroller, playing on outdoor equipment). (1.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements
CONTENT STANDARD	LA.PM.1.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Young Toddlers)
BENCHMARK / GLE		HEALTH AND HYGIENE
GLE / PROFICIENCY	PM.4.	Develop appropriate health and hygiene skills.
GRADE LEVEL EXPECTATION	PM.4.1.1.	Accept healthy foods that are offered by caregiver. (1.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
GRADE LEVEL EXPECTATION	PM.4.1.2.	Participate in personal care routines with adult caregiver. (1.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
GRADE LEVEL EXPECTATION	PM.4.1.3.	Cooperate with sleep routines. (1.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
GRADE LEVEL EXPECTATION	PM.4.1.4.	Comfort self, fall asleep, and returns to sleep if awoken. (1.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
CONTENT STANDARD	LA.PM.1.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Young Toddlers)
BENCHMARK / GLE		SAFETY
GLE / PROFICIENCY	PM.5.	Demonstrate safe behaviors.

GRADE LEVEL EXPECTATION	PM.5.1.1.	Attend to adult cues (e.g., facial expression, tone of voice) to see if situation is harmful or unsafe. (1.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
GRADE LEVEL EXPECTATION	PM.5.1.2.	Use cue or signal from adult to guide behavior in harmful or dangerous situations. (1.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
GRADE LEVEL EXPECTATION	PM.5.1.3.	Cooperate with some basic safety practices. (1.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
CONTENT STANDARD	LA.SE.1.	SOCIAL-EMOTIONAL DEVELOPMENT (Young Toddlers)
BENCHMARK / GLE		SOCIAL RELATIONSHIPS
GLE / PROFICIENCY	SE.1.	Develop healthy relationships and interactions with peers and adults.
GRADE LEVEL EXPECTATION	SE.1.1.1.	Recognize and react to feelings in others (e.g., offers toy to crying peer). (1.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
GRADE LEVEL EXPECTATION	SE.1.1.2.	Repeat actions that elicit social responses from others (e.g., smiles at others or begins to babble). (1.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions
GRADE LEVEL EXPECTATION	SE.1.1.3.	Show interest in a variety of things, people, and objects. (1.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds

GRADE LEVEL EXPECTATION	SE.1.1.4.	<p>Play alongside another child (parallel or mirror play) for brief periods. (1.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.2 Plays near other children; uses similar materials or actions</p>
GRADE LEVEL EXPECTATION	SE.1.1.5.	<p>Become frightened or distressed when separated from familiar caregiver. (1.5)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
GRADE LEVEL EXPECTATION	SE.1.1.6.	<p>Show preference for familiar caregivers (e.g. following caregiver around the room, cry when caregiver leaves). (1.6)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
GRADE LEVEL EXPECTATION	SE.1.1.7.	<p>Use familiar adults as “secure base” by glancing back to caregiver while playing. (1.7)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
GRADE LEVEL EXPECTATION	SE.1.1.8.	<p>Enjoy playing next to or close to other children. (1.8)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.2 Plays near other children; uses similar materials or actions</p>
GRADE LEVEL EXPECTATION	SE.1.1.9.	<p>Interact briefly with other children by gesturing or offering a toy. (1.9)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.2 Plays near other children; uses similar materials or actions</p>
CONTENT STANDARD	LA.SE.1.	SOCIAL-EMOTIONAL DEVELOPMENT (Young Toddlers)
BENCHMARK / GLE		SELF-CONCEPT AND SELF-EFFICACY
GLE / PROFICIENCY	SE.2.	Develop positive self-identify and sense of belonging.
GRADE LEVEL EXPECTATION	SE.2.1.1.	<p>Recognize self in mirror. (1.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 29 Demonstrates knowledge about self

GRADE LEVEL EXPECTATION	SE.2.1.2.	Develop preferences to food, toys, games, textures, etc. (1.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	SE.2.1.3.	Express own desires and preferences. (1.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD	LA.SE.1.	SOCIAL-EMOTIONAL DEVELOPMENT (Young Toddlers)
BENCHMARK / GLE		SELF-CONCEPT AND SELF-EFFICACY
GLE / PROFICIENCY	SE.3.	Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.
GRADE LEVEL EXPECTATION	SE.3.1.1.	Try new tasks with encouragement from adults. (1.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
GRADE LEVEL EXPECTATION	SE.3.1.2.	Show joy, pleasure, and/or excitement over accomplishments. (1.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
GRADE LEVEL EXPECTATION	SE.3.1.3.	Demonstrate a willingness to explore the environment and try experiences in the presence of a familiar caregiver. (1.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
GRADE LEVEL EXPECTATION	SE.3.1.4.	Express certain preferences. (1.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	SE.3.1.5.	Make simple choices with guidance from adults. (1.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.3 Emerging to 1c.4 Seeks to do things for self



CONTENT STANDARD	LA.SE.1.	SOCIAL-EMOTIONAL DEVELOPMENT (Young Toddlers)
BENCHMARK / GLE		SELF-REGULATION
GLE / PROFICIENCY	SE.4.	Regulate own emotions and behavior.
GRADE LEVEL EXPECTATION	SE.4.1.1.	<p>Respond to adult's expression of feelings (e.g., their facial and vocal expressions). (1.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.2 Responds to changes in an adult's tone of voice and expression</p>
GRADE LEVEL EXPECTATION	SE.4.1.2.	<p>Seek comfort in daily routines, activities, and familiar adults. (1.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.4 Comforts self by seeking out special object or person</p>
GRADE LEVEL EXPECTATION	SE.4.1.3.	<p>Use body to express emotions (e.g., hugging mother, throwing a toy when angry). (1.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.4 Comforts self by seeking out special object or person</p>
CONTENT STANDARD	LA.SE.1.	SOCIAL-EMOTIONAL DEVELOPMENT (Young Toddlers)
BENCHMARK / GLE		SELF-REGULATION
GLE / PROFICIENCY	SE.5.	Regulate attention, impulses, and behavior.
GRADE LEVEL EXPECTATION	SE.5.1.1.	<p>Respond to simple rules and routines. (1.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.4 Accepts redirection from adults</p>
GRADE LEVEL EXPECTATION	SE.5.1.2.	<p>Accept some redirection from adults. (1.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.4 Accepts redirection from adults</p>
GRADE LEVEL EXPECTATION	SE.5.1.3.	<p>Act on impulses (e.g., pull mother's hair or reach for another child's bottle). (1.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manage feelings <p>Objective 1a.2 Uses adult support to calm self</p>

GRADE LEVEL EXPECTATION	SE.5.1.4.	Develop a capacity to wait for needs to be met when responded to promptly and consistently. (1.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manage feelings Objective 1a.4 Comforts self by seeking out special object or person
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Louisiana's Early Learning and Development Standards

Ages 25 to 36 months, adopted 2013

CONTENT STANDARD	LA.AL.2.	APPROACHES TO LEARNING (Older Toddlers)
BENCHMARK / GLE		INITIATIVE AND CURIOSITY
GLE / PROFICIENCY	AL.1.	Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.
GRADE LEVEL EXPECTATION	AL.1.2.1.	Show curiosity and interest in daily experiences and activities. (2.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
GRADE LEVEL EXPECTATION	AL.1.2.2.	Demonstrate a willingness to try new activities and experiences. (2.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
GRADE LEVEL EXPECTATION	AL.1.2.3.	Actively explore the environment. (2.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
GRADE LEVEL EXPECTATION	AL.1.2.4.	Demonstrate increasing interest and independence in completing simple tasks.(2.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments



GRADE LEVEL EXPECTATION	AL.1.2.5.	Insistent about preferences and may say “no” to adult. (2.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD	LA.AL.2.	APPROACHES TO LEARNING (Older Toddlers)
BENCHMARK / GLE		ATTENTION, ENGAGEMENT, AND PERSISTENCE
GLE / PROFICIENCY	AL.2.	Demonstrate attention, engagement, and persistence in learning.
GRADE LEVEL EXPECTATION	AL.2.2.1.	Actively engage with people, objects, or activities in the environment for longer length of time. (2.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
GRADE LEVEL EXPECTATION	AL.2.2.2.	Maintain attention to complete a short, simple task with adult support. (2.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
GRADE LEVEL EXPECTATION	AL.2.2.3.	Complete self-chosen activity and repeats the activity many times to gain mastery. (2.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
CONTENT STANDARD	LA.AL.2.	APPROACHES TO LEARNING (Older Toddlers)
BENCHMARK / GLE		SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GLE / PROFICIENCY	AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
GRADE LEVEL EXPECTATION	AL.3.2.1.	Demonstrate an understanding of cause and effect (e.g., purposefully try to make things happen). (2.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
GRADE LEVEL EXPECTATION	AL.3.2.2.	Repeat behaviors to produce desired effect. (2.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful

GRADE LEVEL EXPECTATION	AL.3.2.3.	Observe and imitate others' when trying to carry out new tasks or actions. (2.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
GRADE LEVEL EXPECTATION	AL.3.2.4.	Apply new action or strategy to solve problem. (2.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
GRADE LEVEL EXPECTATION	AL.3.2.5.	Use trial and error to solve more complex tasks or problems. (2.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
GRADE LEVEL EXPECTATION	AL.3.2.6.	Ask others for help if needed. (2.6) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
GRADE LEVEL EXPECTATION	AL.3.2.7.	Use language when asking for help from adults or peers. (2.7) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
CONTENT STANDARD	LA.AL.2.	APPROACHES TO LEARNING (Older Toddlers)
BENCHMARK / GLE		SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
GLE / PROFICIENCY	AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
GRADE LEVEL EXPECTATION	AL.4.2.1.	Use objects, art materials and toys in new and unexpected ways. (2.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks

GRADE LEVEL EXPECTATION	AL.4.2.2.	Ask what, how, and why questions to seek information. (2.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
CONTENT STANDARD	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
BENCHMARK / GLE		CREATIVE THINKING AND EXPRESSION (CC)
GLE / PROFICIENCY	CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
GRADE LEVEL EXPECTATION	CC.1.2.1.	Move and dance to favorite songs and music. (2.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	CC.1.2.2.	Participate in familiar songs and finger plays. (2.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	CC.1.2.3.	Use sounds/words or their bodies (clapping), instruments and other objects to imitate the beat and/or rhythm from music with help from adults. (2.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	CC.1.2.4.	Respond to changes in tone and melody. (2.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	CC.1.2.5.	Move their bodies creatively. (2.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	CC.1.2.6.	Use objects and/or their voice to produce sounds and/or music that is unique or creative. (2.6) <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
CONTENT STANDARD	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
BENCHMARK / GLE		CREATIVE THINKING AND EXPRESSION (CC)



GLE / PROFICIENCY	CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
GRADE LEVEL EXPECTATION	CC.2.2.1.	Choose to participate in various forms of art activities. (2.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	CC.2.2.2.	Select materials and make decisions about how to create their own art (that may represent their own culture). (2.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	CC.2.2.3.	Use a variety of tools and materials to create art. (2.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
CONTENT STANDARD	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
BENCHMARK / GLE		CREATIVE THINKING AND EXPRESSION (CC)
GLE / PROFICIENCY	CC.3.	Explore roles and experiences through dramatic art and play.
GRADE LEVEL EXPECTATION	CC.3.2.1.	Observe and/or engage in short dramatic performances with adult support. (2.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	CC.3.2.2.	Pretend to be a character in a story by imitating and repeating voice inflections and facial expressions. (2.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	CC.3.2.3.	Engage in brief episodes of make-believe play that involves sequenced steps, assigned roles, and/or an overall plan for the play. (2.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.3 Emerging to 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
GRADE LEVEL EXPECTATION	CC.3.2.4.	Use one object to represent another object. (2.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props

CONTENT STANDARD	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
BENCHMARK / GLE		MATHEMATICS (CM)
GLE / PROFICIENCY	CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
GRADE LEVEL EXPECTATION	CM.1.2.1.	<p>Recite the number list to count to 6. (2.1)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
GRADE LEVEL EXPECTATION	CM.1.2.2.	<p>With prompting and support, count up to 3 and then backwards from 3. (2.2)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
GRADE LEVEL EXPECTATION	CM.1.2.3.	<p>Tell “how many” after counting a set of three or fewer items (e.g., fingers, blocks, crayons). (2.3)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
GRADE LEVEL EXPECTATION	CM.1.2.4.	<p>Understand the concepts of “one” and “two” (e.g., parent says, “take just one cookie”). (2.4)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more</p>
GRADE LEVEL EXPECTATION	CM.1.2.5.	<p>With prompting and support, counts one to three objects using one-to-one correspondence when doing simple routines. (2.5)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>



GRADE LEVEL EXPECTATION	CM.1.2.6.	Identify one or two written numerals when named. (2.6) <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.2 Recognizes and names a few numerals
GRADE LEVEL EXPECTATION	CM.1.2.7.	Can match one or two written numerals with the correct amount of objects. (2.7) <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.3 Emerging to 20c.4 Identifies numerals to 5 by name and connects each to counted objects
GRADE LEVEL EXPECTATION	CM.1.2.8.	Understand the concepts of “more,” “all” or “none”. (2.8) <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
GRADE LEVEL EXPECTATION	CM.1.2.9.	Visually compare two sets of objects and identify which set has more. (2.9) <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
CONTENT STANDARD	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
BENCHMARK / GLE		MATHEMATICS (CM)
GLE / PROFICIENCY	CM.2.	Understand basic patterns, concepts, and operations.
GRADE LEVEL EXPECTATION	CM.2.2.1.	Show interest in patterns that can be seen in the everyday environment (e.g., stringing beads, colored carpet squares, blocks of different shapes). (2.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
GRADE LEVEL EXPECTATION	CM.2.2.2.	Copy simple movement or rhythmic patterns. (2.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life

GRADE LEVEL EXPECTATION	CM.2.2.3.	<p>Group/sort 3 to 4 objects by one feature into two or more groups based on observable/ physical characteristics (e.g., group toy animals into piles of bears, cats and dogs) with little assistance. (2.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.3 Emerging to 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
GRADE LEVEL EXPECTATION	CM.2.2.4.	<p>Participate in activities that combine and separate groups/sets of objects. (2.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
GRADE LEVEL EXPECTATION	CM.2.2.5.	<p>Participate in songs, finger plays and stories that illustrate combining and taking away objects/items (e.g., Five Little Pumpkins, Anno’s Magic Seeds, One More Bunny). (2.5)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
GRADE LEVEL EXPECTATION	CM.2.2.6.	<p>Participate in simple story problems created with objects and/or manipulatives. (2.6)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
CONTENT STANDARD	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
BENCHMARK / GLE		MATHEMATICS (CM)
GLE / PROFICIENCY	CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
GRADE LEVEL EXPECTATION	CM.3.2.1.	<p>Compare the size or weight of two objects and identify which one is longer/ taller/ heavier than the other. (2.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.2 Makes simple comparisons between two objects</p>

GRADE LEVEL EXPECTATION	CM.3.2.2.	<p>Manipulate, handle, and use a variety of measurement tools in play. (2.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.2 Makes simple comparisons between two objects</p>
GRADE LEVEL EXPECTATION	CM.3.2.3.	<p>Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh objects, or measure ingredients during a cooking activity). (2.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
CONTENT STANDARD	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
BENCHMARK / GLE		MATHEMATICS (CM)
GLE / PROFICIENCY	CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
GRADE LEVEL EXPECTATION	CM.4.2.1.	<p>Recognize at least two basic shapes. (2.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.3 Emerging to 21b.4 Identifies a few basic shapes (circle, square, triangle)</p>
GRADE LEVEL EXPECTATION	CM.4.2.2.	<p>Point to a shape that has a specific attribute (e.g., round, straight sides). (2.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)</p>
GRADE LEVEL EXPECTATION	CM.4.2.3.	<p>Solve simple puzzles that require two pieces to fit together. (2.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.2 Matches two identical shapes</p>
GRADE LEVEL EXPECTATION	CM.4.2.4.	<p>Participate in creating simple shapes using objects or other materials. (2.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)</p>

GRADE LEVEL EXPECTATION	CM.4.2.5.	Move their body and move objects to follow simple directions related to position (e.g., in, on, under, over, up and down) and proximity (e. g., beside, between). (2.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)
CONTENT STANDARD	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
BENCHMARK / GLE		SCIENCE (CS)
GLE / PROFICIENCY	CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
GRADE LEVEL EXPECTATION	CS.1.2.1.	Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (2.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	CS.1.2.2.	Talk about what they see, hear, and are able to touch in the environment with adult support. (2.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	CS.1.2.3.	Use simple tools to observe living things, objects and materials (e.g., magnifying glass, sifter). (2.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
GRADE LEVEL EXPECTATION	CS.1.2.4.	Show an understanding of cause and effect relationships (e.g., pushes a stack of blocks to watch them fall). (2.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
GRADE LEVEL EXPECTATION	CS.1.2.5.	Try alternative solutions to solve problems (e.g., pull the string on a toy that is stuck under something use a stick to dislodge a toy that is stuck). (2.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it

GRADE LEVEL EXPECTATION	CS.1.2.6.	Ask why and how questions about what they see, hear and feel when observing living creatures, objects and materials. (2.6) <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	CS.1.2.7.	Put materials, substances, and/or objects together in new or unexpected ways to see what will happen (e.g., combine paint colors to see what happens, experiment to see what sticks on contact paper collage). (2.7) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
GRADE LEVEL EXPECTATION	CS.1.2.8.	Talk about observations made about living creatures, objects, materials and changes that happen. (2.8) <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
CONTENT STANDARD	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
BENCHMARK / GLE		SCIENCE (CS)
GLE / PROFICIENCY	CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
GRADE LEVEL EXPECTATION	CS.2.2.1.	Talk about observations of objects and materials in the indoor and outdoor environment. (2.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	CS.2.2.2.	Explore changes in objects and materials (e.g., see what happens when water and dirt are combined, observe how food changes when cooked, etc.). (2.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	CS.2.2.3.	Explore tools and simple machines that can be used to move, combine, or change objects and materials (e.g., a hammer, lever, pulley, ramp, etc.). (2.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks

GRADE LEVEL EXPECTATION	CS.2.2.4.	With adult supervision, explore sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound). (2.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	CS.2.2.5.	Explore different ways balls, toys and other objects move. (2.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
CONTENT STANDARD	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
BENCHMARK / GLE		SCIENCE (CS)
GLE / PROFICIENCY	CS.3.	Acquire scientific knowledge related to life science (properties of living things).
GRADE LEVEL EXPECTATION	CS.3.2.1.	With prompting and support, explore and talk about common characteristics of living creatures and plants. (2.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	CS.3.2.2.	Compare one living creature or plant with another and talk about the similarities and differences observed. (2.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	CS.3.2.3.	Care for living creatures and/or plants with direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (2.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	CS.3.2.4.	Follow adults' guidance on how to act appropriately when near living things. (2.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	CS.3.2.5.	Talk about how very young plants and living creatures are different from full-grown plants and living creatures. (2.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things

GRADE LEVEL EXPECTATION	CS.3.2.6.	Use simple words to name common plants, animals, and human body parts when asked by an adult. (2.6) <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
CONTENT STANDARD	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
BENCHMARK / GLE		SCIENCE (CS)
GLE / PROFICIENCY	CS.4.	Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).
GRADE LEVEL EXPECTATION	CS.4.2.1.	Talk about the common weather conditions of the current season (e.g., in summer, talk about how hot it is). (2.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	CS.4.2.2.	Point to types of clothing needed for current seasonal weather conditions. (2.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	CS.4.2.3.	Talk about the current weather conditions. (2.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	CS.4.2.4.	Notice features of the sky such as daylight, darkness, sun, moon, etc. (2.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	CS.4.2.5.	Identify the sky's different characteristics during night and day. (2.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
CONTENT STANDARD	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.1.	Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.
GRADE LEVEL EXPECTATION	CSS.1.2.1.	Respond to changes in routines or schedules (may be a positive or negative response). (2.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places

GRADE LEVEL EXPECTATION	CSS.1.2.2.	Remember familiar people, events and objects (e.g., object permanence). (2.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
GRADE LEVEL EXPECTATION	CSS.1.2.3.	Demonstrate memory of reoccurring events through actions or words (e.g., “After lunch, I will hear a story.”). (2.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
CONTENT STANDARD	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.2.	Describe people, events, and symbols of the past and present.
GRADE LEVEL EXPECTATION	CSS.2.2.1.	Name immediate family members, caregivers and peers. (2.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objectives
GRADE LEVEL EXPECTATION	CSS.2.2.2.	Point out family members, caregivers and peers in a picture. (2.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objectives
GRADE LEVEL EXPECTATION	CSS.2.2.3.	Recognize familiar people even though there may be slight differences in their appearance (e.g., hat or new haircut). (2.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
GRADE LEVEL EXPECTATION	CSS.2.2.4.	Participates in songs, fingerplays and stories about familiar objects associated with local, state and national symbols. (2.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live

GRADE LEVEL EXPECTATION	CSS.2.2.5.	Participate in holiday, cultural and/or birthday celebrations related to family and the local community. (2.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
CONTENT STANDARD	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.3.	Develop an awareness of geographic locations, maps, and landforms.
GRADE LEVEL EXPECTATION	CSS.3.2.1.	Recognize some familiar places, such as child care, home, store, relative's house. (2.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	CSS.3.2.2.	Know the location of objects and places in familiar environments (e.g., goes to shelf where toys are stored when asked to get a specific toy). (2.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	CSS.3.2.3.	Play with and explore items such as maps or simple diagrams of the classroom. (2.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	CSS.3.2.4.	Help to throw away trash when asked. (2.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	CSS.3.2.5.	Assist adult with daily clean-up routines (e.g., put manipulatives back in to bucket, throw napkin into trash, etc.). (2.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
CONTENT STANDARD	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
GRADE LEVEL EXPECTATION	CSS.4.2.1.	Participate in rhymes and music from various cultures. (2.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live

GRADE LEVEL EXPECTATION	CSS.4.2.2.	Communicate about the home that he/she lives in. (2.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	CSS.4.2.3.	Listen to books and stories and look at pictures of shelters/homes in other geographic regions. (2.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
CONTENT STANDARD	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)
GLE / PROFICIENCY	CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
GRADE LEVEL EXPECTATION	CSS.5.2.1.	With adult support and guidance, carry out some routines and responsibilities in the classroom (e.g., picking up toys, cleaning up table, watering plants setting out snack, etc.). (2.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
GRADE LEVEL EXPECTATION	CSS.5.2.2.	Follow rules with adult support. (2.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
GRADE LEVEL EXPECTATION	CSS.5.2.3.	Accept redirection from adult. (2.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
GRADE LEVEL EXPECTATION	CSS.5.2.4.	Identify simple rules. (2.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	CSS.5.2.5.	Identify various familiar workers in the community (e.g., doctor, nurse). (2.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
CONTENT STANDARD	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
BENCHMARK / GLE		SOCIAL STUDIES (CSS)



GLE / PROFICIENCY	CSS.6.	Demonstrate an awareness of basic economic concepts.
GRADE LEVEL EXPECTATION	CSS.6.2.1.	Use play money in play activities. (2.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	CSS.6.2.2.	Use props related to buying and selling items during play (e.g., a toy cash register, play money, etc.). (2.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	CSS.6.2.3.	Indicate wants and needs through words and gestures. (2.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
CONTENT STANDARD	LA.LL.2.	LANGUAGE AND LITERACY DEVELOPMENT (Older Toddlers)
BENCHMARK / GLE		SPEAKING AND LISTENING
GLE / PROFICIENCY	LL.1.	Comprehend or understand and use language.
GRADE LEVEL EXPECTATION	LL.1.2.1.	Identify some body parts when asked. (2.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
GRADE LEVEL EXPECTATION	LL.1.2.2.	Understand simple questions such as, “Where is your blanket?” (2.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
GRADE LEVEL EXPECTATION	LL.1.2.3.	Show understanding of words through response (e.g., going to get a diaper when told it is time for diaper change). (2.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted

GRADE LEVEL EXPECTATION	LL.1.2.4.	<p>Use short phrases combined with gestures and intonation to communicate. (2.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.2 Uses one- or two-word sentences or phrases</p>
GRADE LEVEL EXPECTATION	LL.1.2.5.	<p>Ask “what’s that?” questions repeatedly. (2.5)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.2 Uses one- or two-word sentences or phrases</p>
GRADE LEVEL EXPECTATION	LL.1.2.6.	<p>Engage in short conversations with others. (2.6)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.4 Initiates and attends to brief conversations</p>
GRADE LEVEL EXPECTATION	LL.1.2.7.	<p>Understand a pause in the conversation is a signal to take a turn. (2.7)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <p>Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
GRADE LEVEL EXPECTATION	LL.1.2.8.	<p>Share experiences using simple 2-3 word combinations. (2.8)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.2 Uses one- or two-word sentences or phrases</p>
GRADE LEVEL EXPECTATION	LL.1.2.9.	<p>Repeat phrases or key words to simple rhymes and fingerplays. (2.9)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.2 Uses one- or two-word sentences or phrases</p>

GRADE LEVEL EXPECTATION	LL.1.2.10.	<p>Imitate words and actions to simple rhymes and fingerplays. (2.10)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.2 Joins in rhyming songs and games</p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration <p>Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>
GRADE LEVEL EXPECTATION	LL.1.2.11.	<p>Combine two to three words to make phrases, simple sentences or to ask questions, such as “Where Mommy?” (2.11)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.3 Emerging to 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
GRADE LEVEL EXPECTATION	LL.1.2.12.	<p>Is easily understood by family and familiar adults. (2.12)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>
CONTENT STANDARD	LA.LL.2.	LANGUAGE AND LITERACY DEVELOPMENT (Older Toddlers)
BENCHMARK / GLE		LANGUAGE
GLE / PROFICIENCY	LL.2.	Comprehend and use increasingly complex and varied vocabulary.
GRADE LEVEL EXPECTATION	LL.2.2.1.	<p>With prompting and support, respond to opposite words during games and activities. (2.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
GRADE LEVEL EXPECTATION	LL.2.2.2.	<p>Sing and act out motions using a variety of positional words. (2.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)</p>

GRADE LEVEL EXPECTATION	LL.2.2.3.	<p>Talk about the actions of others. (2.3)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects</p>
GRADE LEVEL EXPECTATION	LL.2.2.4.	<p>Use pronouns “me”, “you”, and “I”. (2.4)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects</p>
GRADE LEVEL EXPECTATION	LL.2.2.5.	<p>Use name of self and of other people. (2.5)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objectives</p>
GRADE LEVEL EXPECTATION	LL.2.2.6.	<p>Name some objects or people in books. (2.6)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects</p>
GRADE LEVEL EXPECTATION	LL.2.2.7.	<p>Use simple sentences and questions that incorporate expanding vocabulary. (2.7)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects</p>
CONTENT STANDARD	LA.LL.2.	LANGUAGE AND LITERACY DEVELOPMENT (Older Toddlers)
BENCHMARK / GLE		READING: LITERATURE AND INFORMATION IN PRINT
GLE / PROFICIENCY	LL.3.	Develop an interest in books and their characteristics.
GRADE LEVEL EXPECTATION	LL.3.2.1.	<p>Identify a favorite book by its cover and find a favorite book on the shelf by its cover when prompted. (2.1)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>



GRADE LEVEL EXPECTATION	LL.3.2.2.	<p>Rotate book to get picture right side up. (2.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
GRADE LEVEL EXPECTATION	LL.3.2.3.	<p>Hold a book and looks at one page at a time. (2.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
GRADE LEVEL EXPECTATION	LL.3.2.4.	<p>Pretends to read. (2.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills <p>Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>
CONTENT STANDARD	LA.LL.2.	LANGUAGE AND LITERACY DEVELOPMENT (Older Toddlers)
BENCHMARK / GLE		READING: LITERATURE AND INFORMATION IN PRINT
GLE / PROFICIENCY	LL.4.	Comprehend stories and information from books and other print materials.
GRADE LEVEL EXPECTATION	LL.4.2.1.	<p>Answer simple questions about pictures that go with print read aloud. (2.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.2 Contributes particular language from the book at the appropriate time</p>
GRADE LEVEL EXPECTATION	LL.4.2.2.	<p>Recognize when an adult misreads or skips a section of a familiar story and offer correction. (2.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.2 Contributes particular language from the book at the appropriate time</p>

GRADE LEVEL EXPECTATION	LL.4.2.3.	<p>Make up stories while turning pages of book. (2.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills <p>Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>
GRADE LEVEL EXPECTATION	LL.4.2.4.	<p>Recite simple phrases or words from familiar stories (e.g., Chicka Chicka Boom Boom). (2.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.2 Contributes particular language from the book at the appropriate time</p>
GRADE LEVEL EXPECTATION	LL.4.2.5.	<p>With prompting and support, name or identify 1-2 character(s) from a story and or 1-2 pieces of information remembered from and informational text read aloud. (2.5)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures</p>
GRADE LEVEL EXPECTATION	LL.4.2.6.	<p>Is attentive when an adult explains a new word or introduces a new concept. (2.6)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures</p>
GRADE LEVEL EXPECTATION	LL.4.2.7.	<p>Point to the picture on a page and ask, “What’s that?” (2.7)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures</p>

GRADE LEVEL EXPECTATION	LL.4.2.8.	<p>Look at a picture or illustration and describe what is happening (e.g., “Boy running”). (2.8)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures</p>
GRADE LEVEL EXPECTATION	LL.4.2.9.	<p>With prompting and support, demonstrate understanding of what will happen next in familiar stories. (2.9)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures</p>
CONTENT STANDARD	LA.LL.2.	LANGUAGE AND LITERACY DEVELOPMENT (Older Toddlers)
BENCHMARK / GLE		READING: FOUNDATIONAL SKILLS
GLE / PROFICIENCY	LL.5.	Demonstrate understanding of the organization and basic features of print.
GRADE LEVEL EXPECTATION	LL.5.2.1.	<p>Rotate book to get picture right side up. (2.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
GRADE LEVEL EXPECTATION	LL.5.2.2.	<p>Look at one page at a time. (2.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
GRADE LEVEL EXPECTATION	LL.5.2.3.	<p>Recognize a word with the first letter of a child’s name in it as being connected to the child’s name (e.g., pointing to a word with the first letter of a child’s name in it and the child says, “That’s my name.”). (2.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters <p>Objective 16a.2 Recognizes and names a few letters in own name</p>

GRADE LEVEL EXPECTATION	LL.5.2.4.	<p>Identify familiar logos in the environment (e.g., the child asks for French fries when seeing the “GOLD®en Arches”). (2.4)</p> <p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.2 Shows understanding that text is meaningful and can be read</p>
GRADE LEVEL EXPECTATION	LL.5.2.5.	<p>Associate symbols or pictures with objects or places in the environment. (2.5)</p> <p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.2 Shows understanding that text is meaningful and can be read</p>
CONTENT STANDARD	LA.LL.2.	LANGUAGE AND LITERACY DEVELOPMENT (Older Toddlers)
BENCHMARK / GLE		READING: FOUNDATIONAL SKILLS
GLE / PROFICIENCY	LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
GRADE LEVEL EXPECTATION	LL.6.2.1.	<p>Participate in group rhymes and songs using words. (2.1)</p> <p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.2 Joins in rhyming songs and games</p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration <p>Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>
GRADE LEVEL EXPECTATION	LL.6.2.2.	<p>Recognize sounds in the environment (e.g., a horn honking, a train whistle blowing, dogs barking, etc.). (2.2)</p> <p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.2 Pays attention to sights and sounds</p>
GRADE LEVEL EXPECTATION	LL.6.2.3.	<p>Participate in word play games and repeat sounds made by adults. (2.3)</p> <p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.2 Joins in rhyming songs and games</p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration <p>Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>

GRADE LEVEL EXPECTATION	LL.6.2.4.	<p>Participate in sound and word play by imitating the movements and sounds of adults. (2.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.2 Joins in rhyming songs and games</p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration <p>Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>
GRADE LEVEL EXPECTATION	LL.6.2.5.	<p>Repeat familiar words. (2.5)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>
GRADE LEVEL EXPECTATION	LL.6.2.6.	<p>Use words combined with gestures and intonations to communicate. (2.6)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>
CONTENT STANDARD	LA.LL.2.	LANGUAGE AND LITERACY DEVELOPMENT (Older Toddlers)
BENCHMARK / GLE		WRITING
GLE / PROFICIENCY	LL.7.	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
GRADE LEVEL EXPECTATION	LL.7.2.1.	<p>Scribble and/or produce mock letters with markers, crayons, paints, etc. and imitate marks. (2.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p>
GRADE LEVEL EXPECTATION	LL.7.2.2.	<p>Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger. (2.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools <p>Objective 7b.5 Emerging to 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>

GRADE LEVEL EXPECTATION	LL.7.2.3.	<p>Scribble with intent to represent something observed and/or convey a message. (2.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p>
GRADE LEVEL EXPECTATION	LL.7.2.4.	<p>Show interest in using writing for a purpose. (2.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p>
GRADE LEVEL EXPECTATION	LL.7.2.5.	<p>Make repeated marks on the page using circles, horizontal, and vertical lines. (2.5)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p>
GRADE LEVEL EXPECTATION	LL.7.2.6.	<p>Recognize difference between picture and print. (2.6)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p>
GRADE LEVEL EXPECTATION	LL.7.2.7.	<p>Explore interactive toys that are models of digital tools such as computers. (2.7)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 28 Uses tools and other technology to perform tasks
CONTENT STANDARD	LA.PM.2.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Older Toddlers)
BENCHMARK / GLE		MOTOR SKILLS AND PHYSICAL FITNESS
GLE / PROFICIENCY	PM.1.	Develop large muscle control and coordinate movements in their upper and/or lower body.
GRADE LEVEL EXPECTATION	PM.1.2.1.	<p>Combine and coordinate arm and leg movements when engaged in active play. (2.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.4 Experiments with different ways of balancing</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.4 Manipulates balls or similar objects with stiff body movements</p>



GRADE LEVEL EXPECTATION	PM.1.2.2.	<p>Combine and coordinate arm and leg movements when engaged in active play with objects and equipment. (2.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.4 Experiments with different ways of balancing</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.4 Manipulates balls or similar objects with stiff body movements</p>
CONTENT STANDARD	LA.PM.2.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Older Toddlers)
BENCHMARK / GLE		MOTOR SKILLS AND PHYSICAL FITNESS
GLE / PROFICIENCY	PM.2.	Develop small muscle control and coordination.
GRADE LEVEL EXPECTATION	PM.2.2.1.	<p>Complete tasks that require more refined control of small muscles when using hands to reach, grasp, and release objects. (2.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
GRADE LEVEL EXPECTATION	PM.2.2.2.	<p>Coordinate eye and hand movements to carry out simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads). (2.2)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
CONTENT STANDARD	LA.PM.2.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Older Toddlers)
BENCHMARK / GLE		MOTOR SKILLS AND PHYSICAL FITNESS
GLE / PROFICIENCY	PM.3.	Participate in a variety of physical activities to enhance strength and stamina.
GRADE LEVEL EXPECTATION	PM.3.2.1.	<p>Participate in a variety of indoor and outdoor play activities. (2.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.4 Experiments with different ways of balancing</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.4 Manipulates balls or similar objects with stiff body movements</p>

GRADE LEVEL EXPECTATION	PM.3.2.2.	Engage in regular and sustained play activities that are physically demanding for short periods of time. (2.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements
CONTENT STANDARD	LA.PM.2.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Older Toddlers)
BENCHMARK / GLE		HEALTH AND HYGIENE
GLE / PROFICIENCY	PM.4.	Develop appropriate health and hygiene skills.
GRADE LEVEL EXPECTATION	PM.4.2.1.	Identify a variety of healthy foods. (2.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXPECTATION	PM.4.2.2.	Eat a variety of healthy foods. (2.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXPECTATION	PM.4.2.3.	Carry out some parts of personal care routines with adult guidance supervision and assistance. (2.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXPECTATION	PM.4.2.4.	Initiate and participate in sleep routines. (2.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

GRADE LEVEL EXPECTATION	PM.4.2.5.	Fall asleep on their own and returns to sleep if awoken. (2.5) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
CONTENT STANDARD	LA.PM.2.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Older Toddlers)
BENCHMARK / GLE		SAFETY
GLE / PROFICIENCY	PM.5.	Demonstrate safe behaviors.
GRADE LEVEL EXPECTATION	PM.5.2.1.	Recognize some harmful situations. (2.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXPECTATION	PM.5.2.2.	Follow directions from an adult to avoid potential harmful conditions/situations. (2.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
GRADE LEVEL EXPECTATION	PM.5.2.3.	Follow safety rules with assistance and guidance from adults. (2.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
CONTENT STANDARD	LA.SE.2.	SOCIAL-EMOTIONAL DEVELOPMENT (Older Toddlers)
BENCHMARK / GLE		SOCIAL RELATIONSHIPS
GLE / PROFICIENCY	SE.1.	Develop healthy relationships and interactions with peers and adults.
GRADE LEVEL EXPECTATION	SE.1.2.1.	Sometimes recognize the feelings of others and respond with words and/or behaviors to express care and concern (e.g., “Becky is crying”). (2.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
GRADE LEVEL EXPECTATION	SE.1.2.2.	Make connection between choice and consequence that follows. (2.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults

GRADE LEVEL EXPECTATION	SE.1.2.3.	<p>Notice differences in others, objects, and environment. (2.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>• Objective 30 Shows basic understanding of people and how they live</p>
GRADE LEVEL EXPECTATION	SE.1.2.4.	<p>Engage in social play alongside other children and, on occasion, with other children. (2.4)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>• Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions</p>
GRADE LEVEL EXPECTATION	SE.1.2.5.	<p>Follow adult guidance to respond to conflict. (2.5)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.4 Seeks adult help to resolve social problems</p>
GRADE LEVEL EXPECTATION	SE.1.2.6.	<p>Show affection for adults that care for him/her on a regular basis. (2.6)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
GRADE LEVEL EXPECTATION	SE.1.2.7.	<p>Willingness to explore, but will seek help from trusted adults in new situations or when fearful. (2.7)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
GRADE LEVEL EXPECTATION	SE.1.2.8.	<p>Interact more regularly with one or two familiar children. (2.8)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>• Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.4 Plays with one or two preferred playmates</p>
CONTENT STANDARD	LA.SE.2.	SOCIAL-EMOTIONAL DEVELOPMENT (Older Toddlers)
BENCHMARK / GLE		SELF-CONCEPT AND SELF-EFFICACY
GLE / PROFICIENCY	SE.2.	Develop positive self-identify and sense of belonging.
GRADE LEVEL EXPECTATION	SE.2.2.1.	<p>Express own desires and preferences. (2.1)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>• Objective 29 Demonstrates knowledge about self</p>

GRADE LEVEL EXPECTATION	SE.2.2.2.	Identify self in photographs. (2.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	SE.2.2.3.	Express self-awareness using “Me” or “mine.” (2.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD	LA.SE.2.	SOCIAL-EMOTIONAL DEVELOPMENT (Older Toddlers)
BENCHMARK / GLE		SELF-CONCEPT AND SELF-EFFICACY
GLE / PROFICIENCY	SE.3.	Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.
GRADE LEVEL EXPECTATION	SE.3.2.1.	Demonstrate confidence when completing familiar tasks. (2.1) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXPECTATION	SE.3.2.2.	Express preferences and may have strong emotions and/or actions (e.g., may say “no” to adult). (2.2) <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	SE.3.2.3.	Use some language to express feelings of pleasure over accomplishments (e.g., says “I did it!” after using potty successfully). (2.3) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE LEVEL EXPECTATION	SE.3.2.4.	Try new experiences with adult prompting and support. (2.4) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self

GRADE LEVEL EXPECTATION	SE.3.2.5.	<p>Make simple choices with guidance from adults. (2.5)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self</p>
CONTENT STANDARD	LA.SE.2.	SOCIAL-EMOTIONAL DEVELOPMENT (Older Toddlers)
BENCHMARK / GLE		SELF-REGULATION
GLE / PROFICIENCY	SE.4.	Regulate own emotions and behavior.
GRADE LEVEL EXPECTATION	SE.4.2.1.	<p>Recognize feelings when named by an adult. (2.1)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person</p>
GRADE LEVEL EXPECTATION	SE.4.2.2.	<p>Find comfort in rituals and routines (e.g., uses special “lovey” or comfort object for naptime) with adult assistance as needed. (2.2)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person</p>
GRADE LEVEL EXPECTATION	SE.4.2.3.	<p>Express more complex emotions through behaviors, facial expression and some words. (2.3)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person</p>
CONTENT STANDARD	LA.SE.2.	SOCIAL-EMOTIONAL DEVELOPMENT (Older Toddlers)
BENCHMARK / GLE		SELF-REGULATION
GLE / PROFICIENCY	SE.5.	Regulate attention, impulses, and behavior.
GRADE LEVEL EXPECTATION	SE.5.2.1.	<p>Show some understanding of simple rules and routines with adult support. (2.1)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults</p>
GRADE LEVEL EXPECTATION	SE.5.2.2.	<p>Accept some redirection from adults. (2.2)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults</p>

GRADE LEVEL EXPECTATION	SE.5.2.3.	<p>Respond positively to choices and limits set by an adult to help control their behavior. (2.3)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.4 Accepts redirection from adults</p>
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