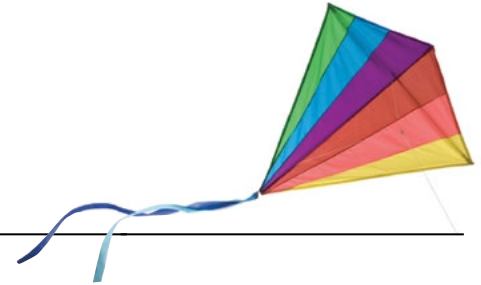




Alignment of

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*GOLD*®

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

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WITH

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

aligned to

**Maryland Early Learning Standards**

**Ages three to five, adopted 2015**

|                               |              |   |
|-------------------------------|--------------|---|
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RL.       | Reading Literature  |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.1.     | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.   |
| OBJECTIVE                     | LL.RL.1.A.   | Key Ideas & Details   |
| EXPECTATION                   | LL.RL.1.A.1. | <p>With modeling and prompting, answer questions about details in a text. (RL1)</p> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>             |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RL.       | Reading Literature  |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.2.     | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| OBJECTIVE                     | LL.RL.2.A.   | Key Ideas & Details   |
| EXPECTATION                   | LL.RL.2.A.1. | <p>With modeling and support, retell familiar stories/poems. (RL2)</p> <p><b>GOLD® Objectives for Development and Learning</b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts</li> </ul> <p>Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</p> |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RL.       | Reading Literature  |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.3.     | Analyze how and why individuals, events, and ideas develop and interact over the course of text.  |
| OBJECTIVE                     | LL.RL.3.A.   | Key Ideas & Details   |

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|-------------------------------|--------------|---|
| EXPECTATION                   | LL.RL.3.A.1. | With modeling and support, identify characters, settings and major events in a story. (RL3)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective 18a.4 Asks and answers questions about the text; refers to pictures |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RL.       | Reading Literature  |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.4.     | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.   |
| OBJECTIVE                     | LL.RL.4.A.   | Craft & Structure   |
| EXPECTATION                   | LL.RL.4.A.1. | With modeling and support, answer questions about unknown words in stories and poems. (RL4)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective 18a.4 Asks and answers questions about the text; refers to pictures |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RL.       | Reading Literature  |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.5.     | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  |
| OBJECTIVE                     | LL.RL.5.A.   | Craft & Structure   |
| EXPECTATION                   | LL.RL.5.A.1. | Gain exposure to common types of literary texts (e.g., storybooks, poems). (RL5)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts<br>Objective 17a.7 Emerging to 17a.8 Uses various types of books for their intended purposes   |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RL.       | Reading Literature  |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.6.     | Assess how point of view or purpose shapes the content and style of a text.   |
| OBJECTIVE                     | LL.RL.6.A.   | Craft & Structure   |

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| EXPECTATION                   | LL.RL.6.A.1. | <p>With modeling and support, identify the role of author and illustrator. (RL6)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <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>                                     |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RL.       | Reading Literature   |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.7.     | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |
| OBJECTIVE                     | LL.RL.7.A.   | Integration of Knowledge & Ideas   |
| EXPECTATION                   | LL.RL.7.A.1. | <p>With modeling and support, tell how the illustrations support the story. (RL7)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>                         |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RL.       | Reading Literature   |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.8.     | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  |
| OBJECTIVE                     | LL.RL.8.A.   | Integration of Knowledge & Ideas   |
| EXPECTATION                   | LL.RL.8.A.1. | <p>With modeling and support, compare adventures and experiences of characters in familiar stories. (RL9)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p> |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RL.       | Reading Literature   |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.9.     | Read and comprehend complex literary and informational texts independently and proficiently.   |
| OBJECTIVE                     | LL.RL.9.A.   | Range of Reading and Level of Text Complexity  |

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| EXPECTATION                   | LL.RL.9.A.1. | Actively engage in group reading activities with purpose and understanding. (RL10)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br><b>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</b>  |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RI.       | Reading Informational Text   |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.1.     | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  |
| OBJECTIVE                     | LL.RI.1.A.   | Key Ideas & Details  |
| EXPECTATION                   | LL.RI.1.A.1. | With modeling and support, answer questions about details in an informational text. (RI1)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br><b>Objective 18a.4 Asks and answers questions about the text; refers to pictures</b>   |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RI.       | Reading Informational Text   |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.2.     | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |
| OBJECTIVE                     | LL.RI.2.A.   | Key Ideas & Details  |
| EXPECTATION                   | LL.RI.2.A.1. | With modeling and support, recall one or more detail(s) related to the main topic from an informational text. (RI2)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br><b>Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</b> |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RI.       | Reading Informational Text   |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.3.     | Analyze how and why individuals, events, and ideas develop and interact over the course of text. Story/Text Comprehension:   |
| OBJECTIVE                     | LL.RI.3.A.   | Key Ideas & Details  |

|                               |              |  |
|-------------------------------|--------------|--|
| EXPECTATION                   | LL.RI.3.A.1. | <p>With modeling and support, connect individuals, events, and pieces of information in text to life experiences. (RI3)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p> |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RI.       | Reading Informational Text   |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.4.     | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  |
| OBJECTIVE                     | LL.RI.4.A.   | Craft & Structure  |
| EXPECTATION                   | LL.RI.4.A.1. | <p>With modeling and support, answer questions about unknown words in a text. (RI4)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>   |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RI.       | Reading Informational Text   |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.5.     | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.   |
| OBJECTIVE                     | LL.RI.5.A.   | Craft & Structure  |
| EXPECTATION                   | LL.RI.5.A.1. | <p>With modeling and support identify the front cover, and back cover of a book. (RI5)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <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>   |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RI.       | Reading Informational Text   |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.6.     | Assess how point of view or purpose shapes the content and style of a text.  |
| OBJECTIVE                     | LL.RI.6.A.   | Craft & Structure  |

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| EXPECTATION                   | LL.RI.6.A.1. | <p>With modeling and support define the role of the author and illustrator/photographer in presenting the ideas or information in a text. (RI6)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <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> |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RI.       | Reading Informational Text  |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.7.     | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| OBJECTIVE                     | LL.RI.7.A.   | Integration of Knowledge and Ideas  |
| EXPECTATION                   | LL.RI.7.A.1. | <p>With modeling and support, tell how the illustrations/photographs support the text. (RI7)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>   |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RI.       | Reading Informational Text  |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.8.     | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.  |
| OBJECTIVE                     | LL.RI.8.A.   | Integration of Knowledge and Ideas  |
| EXPECTATION                   | LL.RI.8.A.1. | <p>With modeling and support identify the reasons an author gives to support points in a text. (RI8)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>                                 |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RI.       | Reading Informational Text  |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.9.     | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.   |
| OBJECTIVE                     | LL.RI.9.A.   | Integration of Knowledge and Ideas  |

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| EXPECTATION                   | LL.RI.9.A.1.  | <p>With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions). (RI9)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p> |
| STRAND / TOPIC / STANDARD     | MD.LL.        | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RI.        | Reading Informational Text  |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.10.     | Read and comprehend complex literary and informational texts independently and proficiently.  |
| OBJECTIVE                     | LL.RI.10.A.   | Range of Reading and Level of Text Complexity   |
| EXPECTATION                   | LL.RI.10.A.1. | <p>Actively engage in group reading activities with purpose and understanding. (RI10)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>  |
| STRAND / TOPIC / STANDARD     | MD.LL.        | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RF.        | Reading Foundational Skills   |
| INDICATOR / PROFICIENCY LEVEL | LL.RF.1.      | Demonstrate understanding of the organization and basic features of print.  |
| OBJECTIVE                     | LL.RF.1.A.    | Print Concepts  |
| EXPECTATION                   | LL.RF.1.A.1.  | <p>Demonstrate an awareness that words are read from left to right, top to bottom and page by page. (RF1.a)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts</li> </ul> <p>Objective 17b.4 Indicates where to start reading and the direction to follow</p>   |
| EXPECTATION                   | LL.RF.1.A.2.  | <p>Recognize that spoken words can be written and read. (RF1.b)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text</li> </ul> <p>Objective 15d.1 Emerging to 15d.2 Shows understanding that a specific sequence of letters represents a spoken word</p>  |



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| EXPECTATION                   | LL.RF.1.A.3. | Understand that words are separated by spaces in print. (RF1.c)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts<br>Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation   |
| EXPECTATION                   | LL.RF.1.A.4. | Recognize and name some upper and lowercase letters of the alphabet. (RF1.d)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters<br>Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name   |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RF.       | Reading Foundational Skills  |
| INDICATOR / PROFICIENCY LEVEL | LL.RF.2.     | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   |
| OBJECTIVE                     | LL.RF.2.A.   | Phonological Awareness   |
| EXPECTATION                   | LL.RF.2.A.1. | Recognize rhyming words in spoken language. (RF2.a)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme<br>Objective 15a.6 Decides whether two words rhyme   |
| EXPECTATION                   | LL.RF.2.A.2. | Identify and isolate individual words in a spoken sentence. (RF2.b)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound<br>Objective 15c.2 Shows awareness of separate words in sentences  |
| EXPECTATION                   | LL.RF.2.A.3. | Count, pronounce, blend, and segment syllables in spoken words. (RF2.c)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound<br>Objective 15c.7 Emerging to 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words |

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| EXPECTATION                   | LL.RF.2.A.4. | Blend and segment onsets and rimes of single-syllable spoken words. (RF2.d)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound<br>Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words                               |
| EXPECTATION                   | LL.RF.2.A.5. | Isolate and pronounce the initial sound in spoken words. (RF2.e)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration<br>Objective 15b.6 Matches beginning sounds of some words   |
| EXPECTATION                   | LL.RF.2.A.6. | Orally blend and segment individual phonemes in two- to-three phoneme words. (RF2.f)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound<br>Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words                      |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RF.       | Reading Foundational Skills   |
| INDICATOR / PROFICIENCY LEVEL | LL.RF.3.     | Know and apply grade- level phonics and word analysis skills in decoding words.   |
| OBJECTIVE                     | LL.RF.3.A.   | Phonics & Word Recognition  |
| EXPECTATION                   | LL.RF.3.A.1. | Recognize that words are made up of letters and their sounds. (RF3.a)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text<br>Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word |
| EXPECTATION                   | LL.RF.3.A.2. | Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for some consonants. (RF3.b)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences<br>Objective 16b.4 Produces the correct sounds for 10–20 letters                                    |

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| EXPECTATION                   | LL.RF.3.A.3. | Recognize name in print as well as some environmental print (symbols/words). (RF3.c)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text<br>Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RF.       | Reading Foundational Skills  |
| INDICATOR / PROFICIENCY LEVEL | LL.RF.4.     | Engage with a variety of texts with purpose and understanding. Read with sufficient accuracy and fluency to support comprehension.   |
| OBJECTIVE                     | LL.RF.4.A.   | Fluency  |
| EXPECTATION                   | LL.RF.4.A.1. | Engage with a variety of texts (e.g., a variety of structures and/or genres) with purpose and understanding. (RF4)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective 18a.4 Asks and answers questions about the text; refers to pictures       |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy  |
| TOPIC / INDICATOR             | LL.W.        | Writing  |
| INDICATOR / PROFICIENCY LEVEL | LL.W.1.      | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   |
| OBJECTIVE                     | LL.W.1.A.    | Text Types and Purposes  |
| EXPECTATION                   | LL.W.1.A.1.  | With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book. (W1)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information<br>Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message                       |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy  |
| TOPIC / INDICATOR             | LL.W.        | Writing  |
| INDICATOR / PROFICIENCY LEVEL | LL.W.2.      | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.   |
| OBJECTIVE                     | LL.W.2.A.    | Text Types and Purposes  |

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| EXPECTATION                   | LL.W.2.A.1. | Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic. (W2)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information<br>Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message   |
| STRAND / TOPIC / STANDARD     | MD.LL.      | Language & Literacy   |
| TOPIC / INDICATOR             | LL.W.       | Writing   |
| INDICATOR / PROFICIENCY LEVEL | LL.W.3.     | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |
| OBJECTIVE                     | LL.W.3.A.   | Text Types & Purposes   |
| EXPECTATION                   | LL.W.3.A.1. | With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence. (W3)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information<br>Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message |
| STRAND / TOPIC / STANDARD     | MD.LL.      | Language & Literacy   |
| TOPIC / INDICATOR             | LL.W.       | Writing   |
| INDICATOR / PROFICIENCY LEVEL | LL.W.4.     | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| OBJECTIVE                     | LL.W.4.A.   | Production and Distribution of Writing  |
| EXPECTATION                   | LL.W.4.A.1. | With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing. (W5)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information<br>Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message  |
| STRAND / TOPIC / STANDARD     | MD.LL.      | Language & Literacy   |
| TOPIC / INDICATOR             | LL.W.       | Writing   |
| INDICATOR / PROFICIENCY LEVEL | LL.W.5.     | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| OBJECTIVE                     | LL.W.5.A.   | Production and Distribution of Writing  |
| EXPECTATION                   | LL.W.5.A.1. | With prompting and support from adults, explore a variety of digital tools to express ideas. (W6)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 28 Uses tools and other technology to perform tasks   |
| STRAND / TOPIC / STANDARD     | MD.LL.      | Language & Literacy   |



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| TOPIC / INDICATOR             | LL.W.        | Writing   |
| INDICATOR / PROFICIENCY LEVEL | LL.W.6.      | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.   |
| OBJECTIVE                     | LL.W.6.A.    | Research to Build and Present Knowledge   |
| EXPECTATION                   | LL.W.6.A.1.  | <p>Participate in shared research and shared writing projects. (W7)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>   |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy   |
| TOPIC / INDICATOR             | LL.W.        | Writing   |
| INDICATOR / PROFICIENCY LEVEL | LL.W.7.      | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.   |
| OBJECTIVE                     | LL.W.7.A.    | Research to Build and Present Knowledge   |
| EXPECTATION                   | LL.W.7.A.1.  | <p>With modeling and support from adult, recall information from experiences or information from provided sources to answer a question. (W8)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences b. Makes connections</li> </ul> <p>Objective 12b.8 Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>                                    |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy   |
| TOPIC / INDICATOR             | LL.SL.       | Speaking & Listening  |
| INDICATOR / PROFICIENCY LEVEL | LL.SL.1.     | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  |
| OBJECTIVE                     | LL.SL.1.A.   | Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about prekindergarten topics and texts with peers and adults in small and larger groups. (SL1)  |
| EXPECTATION                   | LL.SL.1.A.1. | <p>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns, speaking about the topics and texts under discussion). (SL1.a)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language</li> </ul> <p>Objective 10b.8 Uses acceptable language and basic social rules during communication with others</p> |

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| EXPECTATION                   | LL.SL.1.A.2. | During scaffolded conversations, continue a conversation through multiple exchanges. (SL1.b)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations<br>Objective 10a.6 Engages in conversations of at least three exchanges  |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy   |
| TOPIC / INDICATOR             | LL.SL.       | Speaking & Listening  |
| INDICATOR / PROFICIENCY LEVEL | LL.SL.2.     | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| OBJECTIVE                     | LL.SL.2.A.   | Comprehension and Collaboration   |
| EXPECTATION                   | LL.SL.2.A.1. | Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support. (SL2)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy   |
| TOPIC / INDICATOR             | LL.SL.       | Speaking & Listening  |
| INDICATOR / PROFICIENCY LEVEL | LL.SL.3.     | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.  |
| OBJECTIVE                     | LL.SL.3.A.   | Comprehension and Collaboration   |
| EXPECTATION                   | LL.SL.3.A.1. | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL3)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories  |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy   |
| TOPIC / INDICATOR             | LL.SL.       | Speaking & Listening  |
| INDICATOR / PROFICIENCY LEVEL | LL.SL.4.     | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  |
| OBJECTIVE                     | LL.SL.4.A.   | Presentation of Knowledge and Ideas   |

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| EXPECTATION                   | LL.SL.4.A.1. | Describe familiar people, places, things, and events with modeling and support. (SL4)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective 9a.6 Describes and tells the use of many familiar items  |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy  |
| TOPIC / INDICATOR             | LL.SL.       | Speaking & Listening   |
| INDICATOR / PROFICIENCY LEVEL | LL.SL.5.     | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.   |
| OBJECTIVE                     | LL.SL.5.A.   | Presentation of Knowledge and Ideas  |
| EXPECTATION                   | LL.SL.5.A.1. | Add drawings or visual displays to descriptions as desired to provide additional detail. (SL5)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically<br>Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy  |
| TOPIC / INDICATOR             | LL.SL.       | Speaking & Listening   |
| INDICATOR / PROFICIENCY LEVEL | LL.SL.6.     | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  |
| OBJECTIVE                     | LL.SL.6.A.   | Presentation of Knowledge and Ideas  |
| EXPECTATION                   | LL.SL.6.A.1. | With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly. (SL6)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 9 Uses language to express thoughts and needs b. Speaks clearly<br>Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words                                       |
| STRAND / TOPIC / STANDARD     | MD.LL.       | Language & Literacy  |
| TOPIC / INDICATOR             | LL.L.        | Language   |
| INDICATOR / PROFICIENCY LEVEL | LL.L.1.      | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.   |
| OBJECTIVE                     | LL.L.1.A.    | Conventions of Standard English: Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.). (L1)  |



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| EXPECTATION | LL.L.1.A.1. | <p>Print upper and lowercase letters in first name. (L1.a)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills a. Writes name</li> </ul> <p>Objective 19a.10 Writes partially accurate first name</p>  |
| EXPECTATION | LL.L.1.A.2. | <p>Use frequently occurring nouns and verbs. (L1.b)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar</li> </ul> <p>Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>   |
| EXPECTATION | LL.L.1.A.3. | <p>Develop understanding of singular and plural nouns (e.g., dog means one dog; dogs means more than one dog). (L1.c)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar</li> </ul> <p>Objective 9c.7 Emerging to 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>  |
| EXPECTATION | LL.L.1.A.4. | <p>Understand and begin to use question words (e.g., interrogatives such as who, what, where, when, why, how). (L1.d)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</li> </ul> <p>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</p> |
| EXPECTATION | LL.L.1.A.5. | <p>Gain exposure to the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (L1.e)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships</li> </ul> <p>Objective 21a.5 Emerging to 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance</p>   |
| EXPECTATION | LL.L.1.A.6. | <p>Produce complete sentences in shared language activities. (L1.f)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar</li> </ul> <p>Objective 9c.6 Uses complete, four- to six-word sentences</p>  |





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| STRAND / TOPIC / STANDARD     | MD.LL.      | Language & Literacy  |
| TOPIC / INDICATOR             | LL.L.       | Language   |
| INDICATOR / PROFICIENCY LEVEL | LL.L.2.     | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| OBJECTIVE                     | LL.L.2.A.   | Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences. (L2)   |
| EXPECTATION                   | LL.L.2.A.1. | <p>Recognize that their name begins with a capital letter. (L2.a)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills c. Writes using conventions</li> </ul> <p>Objective 19c.1 Emerging to 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of letter-sound relationships</p> |
| EXPECTATION                   | LL.L.2.A.2. | <p>Demonstrate awareness of name and function of end punctuation (e.g., period, question mark and exclamation point). (L2.b)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts</li> </ul> <p>Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>   |
| EXPECTATION                   | LL.L.2.A.3. | <p>Use letter-like shapes, symbols, letters, and words to convey meaning. (L2.c)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</li> </ul> <p>Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message</p>  |
| EXPECTATION                   | LL.L.2.A.4. | <p>Develop fine motor skills necessary to control and sustain handwriting. (L2.d)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools</li> </ul> <p>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</p>   |
| STRAND / TOPIC / STANDARD     | MD.LL.      | Language & Literacy  |
| TOPIC / INDICATOR             | LL.L.       | Language   |
| INDICATOR / PROFICIENCY LEVEL | LL.L.3.     | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  |

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| OBJECTIVE                     | LL.L.3.A.   | (Begins in grade 2.) (L3)<br><br>No Correlations   |
| STRAND / TOPIC / STANDARD     | MD.LL.      | Language & Literacy  |
| TOPIC / INDICATOR             | LL.L.       | Language   |
| INDICATOR / PROFICIENCY LEVEL | LL.L.4.     | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.  |
| OBJECTIVE                     | LL.L.4.A.   | Vocabulary Acquisition and Use   |
| EXPECTATION                   | LL.L.4.A.1. | Determine or clarify the meaning of unknown words and phrases based on pre-kindergarten reading and content. (L4)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories   |
| STRAND / TOPIC / STANDARD     | MD.LL.      | Language & Literacy  |
| TOPIC / INDICATOR             | LL.L.       | Language   |
| INDICATOR / PROFICIENCY LEVEL | LL.L.5.     | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  |
| OBJECTIVE                     | LL.L.5.A.   | Use words and phrases acquired through conversation, being read to, and responding to text. (L6)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 10 Uses appropriate conversational and other communication skills a. Engages in 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>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 |
| STRAND / TOPIC / STANDARD     | MD.M.       | Mathematics  |
| TOPIC / INDICATOR             | M.CC.       | Counting and Cardinality   |
| INDICATOR / PROFICIENCY LEVEL | M.CC.1.     | Know Number Names and the Count Sequence   |

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| OBJECTIVE                     | M.CC.1.1.   | Count verbally to ten by ones. (PK.CC.1)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 20 Uses number concepts and operations a. Counts<br>Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object   |
| OBJECTIVE                     | M.CC.1.2.   | Recognize the concept of just after or just before a given number in the counting sequence up to ten. (PK.CC.2)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 20 Uses number concepts and operations a. Counts<br>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                      |
| OBJECTIVE                     | M.CC.1.3.   | Identify written numerals 0- 10. (PK.CC.3)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 20 Uses number concepts and operations c. Connects numerals with their quantities<br>Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects  |
| STRAND / TOPIC / STANDARD     | MD.M.       | Mathematics   |
| TOPIC / INDICATOR             | M.CC.       | Counting and Cardinality  |
| INDICATOR / PROFICIENCY LEVEL | M.CC.2.     | Count to Tell the Number of Objects   |
| OBJECTIVE                     | M.CC.2.1.   | Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality. (PK.CC.4)   |
| EXPECTATION                   | M.CC.2.1.1. | When counting objects, say the number names in the standard order, pairing each object with one and only one number name. (PK.CC.4a)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 20 Uses number concepts and operations a. Counts<br>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 |
| EXPECTATION                   | M.CC.2.1.2. | Recognize that the last number name said tells the number of objects counted. (PK.CC.4b)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 20 Uses number concepts and operations a. Counts<br>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   |

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| EXPECTATION                   | M.CC.2.1.3. | <p>Begin to recognize that each successive number name refers to a quantity that is one larger. (PK.CC.4c)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations a. Counts</li> </ul> <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>   |
| STRAND / TOPIC / STANDARD     | MD.M.       | Mathematics  |
| TOPIC / INDICATOR             | M.CC.       | Counting and Cardinality   |
| INDICATOR / PROFICIENCY LEVEL | M.CC.2.     | Count to Tell the Number of Objects  |
| OBJECTIVE                     | M.CC.2.2.   | <p>Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects). (PK.CC.5)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations b. Quantifies</li> </ul> <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>   |
| OBJECTIVE                     | M.CC.2.3.   | <p>Recognize the number of objects in a set without counting (Subitizing). (Use one to five objects). (PK.CC.6)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations b. Quantifies</li> </ul> <p>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>   |
| STRAND / TOPIC / STANDARD     | MD.M.       | Mathematics  |
| TOPIC / INDICATOR             | M.CC.       | Counting and Cardinality   |
| INDICATOR / PROFICIENCY LEVEL | M.CC.3.     | Compare Quantities   |
| OBJECTIVE                     | M.CC.3.1.   | <p>Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects). (PK.CC.7)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations b. Quantifies</li> </ul> <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> |
| STRAND / TOPIC / STANDARD     | MD.M.       | Mathematics  |
| TOPIC / INDICATOR             | M.OA.       | Operations & Algebraic Thinking  |
| INDICATOR / PROFICIENCY LEVEL | M.OA.1.     | Understand Addition as Putting Together and Adding to, and Understand Subtraction as Taking Apart and Taking From  |

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| OBJECTIVE                     | M.OA.1.1.  | Explore addition and subtraction with objects, fingers, mental images, drawings <sup>1</sup> , sounds (e.g., claps), acting out situations, or verbal explanations (up to five). (PK.OA.1)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 20 Uses number concepts and operations b. Quantifies<br>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 |
| OBJECTIVE                     | M.OA.1.2.  | Decompose quantity (less than or equal to five) into pairs in more than one way (e.g., by using objects or drawings). (PK.OA.2)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 20 Uses number concepts and operations b. Quantifies<br>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  |
| OBJECTIVE                     | M.OA.1.3.  | For any given quantity from zero to five, use objects or drawings to find the quantity that must be added to make five. (PK.OA.3)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 20 Uses number concepts and operations b. Quantifies<br>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  |
| STRAND / TOPIC / STANDARD     | MD.M.      | Mathematics   |
| TOPIC / INDICATOR             | M.NBT.     | Number and Operations in Base Ten   |
| INDICATOR / PROFICIENCY LEVEL | M.NBT.1.   | Work with Numbers 0-10 to Gain Foundations for Place Value  |
| OBJECTIVE                     | M.NBT.1.1. | Investigate the relationship between ten ones and ten. (PK.NBT.1)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten<br>Objective 20d.1 Emerging to 20d.2 Indicates base-ten equivalents for numbers 11 to 19 using objects and drawings; may use simple equations   |
| STRAND / TOPIC / STANDARD     | MD.M.      | Mathematics   |
| TOPIC / INDICATOR             | M.MD.      | Measurement & Data  |
| INDICATOR / PROFICIENCY LEVEL | M.MD.1.    | Describe and Compare Measureable Attributes   |
| OBJECTIVE                     | M.MD.1.1.  | Describe measurable attributes of objects, such as length or weight. (PK.MD.1)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 22 Compares and measures a. Measures objects<br>Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools   |

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| OBJECTIVE                     | M.MD.1.2. | <p>Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter. (PK.MD.2)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures a. Measures objects</li> </ul> <p>Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p> |
| STRAND / TOPIC / STANDARD     | MD.M.     | Mathematics  |
| TOPIC / INDICATOR             | M.MD.     | Measurement & Data   |
| INDICATOR / PROFICIENCY LEVEL | M.MD.2.   | Sort Objects into Categories and Compare Quantities  |
| OBJECTIVE                     | M.MD.2.1. | <p>Sort objects into self-selected and given categories. (PK.MD.3)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 13 Uses classification skills</li> </ul> <p>Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p>   |
| OBJECTIVE                     | M.MD.2.2. | <p>Compare categories using words such as more or same. (PK.MD.4)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures a. Measures objects</li> </ul> <p>Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>  |
| STRAND / TOPIC / STANDARD     | MD.M.     | Mathematics  |
| TOPIC / INDICATOR             | M.G.      | Geometry   |
| INDICATOR / PROFICIENCY LEVEL | M.G.1.    | Identify and Describe Two-Dimensional Shapes (Circles, Triangles, Rectangles; Including a Square Which is a Special Rectangle)   |
| OBJECTIVE                     | M.G.1.1.  | <p>Match like (congruent and similar) shapes. (PK.G.1)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</li> </ul> <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>                                       |

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| OBJECTIVE                     | M.G.1.2. | <p>Group the shapes by attributes. (PK.G.2)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 13 Uses classification skills</li> </ul> <p>Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</li> </ul> <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> |
| STRAND / TOPIC / STANDARD     | MD.M.    | Mathematics  |
| TOPIC / INDICATOR             | M.G.     | Geometry   |
| INDICATOR / PROFICIENCY LEVEL | M.G.2.   | Work with Three-Dimensional Shapes to Gain Foundation for Geometric Thinking   |
| OBJECTIVE                     | M.G.2.1. | <p>Match and sort three-dimensional shapes. (PK.G.3)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 13 Uses classification skills</li> </ul> <p>Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</li> </ul> <p>Objective 21b.2 Matches two identical shapes</p>  |
| OBJECTIVE                     | M.G.2.2. | <p>Describe three-dimensional objects using attributes. (PK.G.4)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</li> </ul> <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>   |
| OBJECTIVE                     | M.G.2.3. | <p>Compose and describe structures using three-dimensional shapes. Descriptions may include shape attributes, relative position, etc. (PK.G.5)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</li> </ul> <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>   |
| STRAND / TOPIC / STANDARD     | MD.SS.   | Social Studies   |
| TOPIC / INDICATOR             | SS.1.    | Political Science  |
| INDICATOR / PROFICIENCY LEVEL | SS.1.1.  | Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.  |





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| OBJECTIVE                     | SS.1.1.A.   | The Foundations and Function of Government  |
| EXPECTATION                   | SS.1.1.A.1. | Identify the importance of rules.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 30 Shows basic understanding of people and how they live  |
| EXPECTATION                   | SS.1.1.A.2. | Identify symbols and practices associated with the United States of America.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 30 Shows basic understanding of people and how they live                 |
| STRAND / TOPIC / STANDARD     | MD.SS.      | Social Studies  |
| TOPIC / INDICATOR             | SS.1.       | Political Science   |
| INDICATOR / PROFICIENCY LEVEL | SS.1.1.     | Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.   |
| OBJECTIVE                     | SS.1.1.B.   | Individual and Group Participation in the Political System  |
| EXPECTATION                   | SS.1.1.B.1. | Recognize people important to the American political system.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 30 Shows basic understanding of people and how they live                                 |
| STRAND / TOPIC / STANDARD     | MD.SS.      | Social Studies  |
| TOPIC / INDICATOR             | SS.1.       | Political Science   |
| INDICATOR / PROFICIENCY LEVEL | SS.1.1.     | Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.   |
| OBJECTIVE                     | SS.1.1.C.   | Protecting Rights and Maintaining Order   |
| EXPECTATION                   | SS.1.1.C.1. | Identify the roles, rights, and responsibilities of being a member of the family and school.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 30 Shows basic understanding of people and how they live |
| STRAND / TOPIC / STANDARD     | MD.SS.      | Social Studies  |
| TOPIC / INDICATOR             | SS.2.       | Peoples of the Nation and the World   |
| INDICATOR / PROFICIENCY LEVEL | SS.2.1.     | Students will understand how people in Maryland, the United States and around the world are alike and different.  |
| OBJECTIVE                     | SS.2.1.A.   | Elements of Culture   |
| EXPECTATION                   | SS.2.1.A.1. | Identify themselves as individuals and members of families that have the same human needs as others.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 29 Demonstrates knowledge about self             |



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| STRAND / TOPIC / STANDARD     | MD.SS.      | Social Studies   |
| TOPIC / INDICATOR             | SS.2.       | Peoples of the Nation and the World  |
| INDICATOR / PROFICIENCY LEVEL | SS.2.1.     | Students will understand how people in Maryland, the United States and around the world are alike and different.   |
| OBJECTIVE                     | SS.2.1.B.   | Cultural Diffusion   |
| EXPECTATION                   | SS.2.1.B.1. | [No standard at this level.]<br><br>No Correlations  |
| STRAND / TOPIC / STANDARD     | MD.SS.      | Social Studies   |
| TOPIC / INDICATOR             | SS.2.       | Peoples of the Nation and the World  |
| INDICATOR / PROFICIENCY LEVEL | SS.2.1.     | Students will understand how people in Maryland, the United States and around the world are alike and different.   |
| OBJECTIVE                     | SS.2.1.C.   | Conflict and Compromise  |
| EXPECTATION                   | SS.2.1.C.1. | Identify how groups of people interact.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 30 Shows basic understanding of people and how they live   |
| STRAND / TOPIC / STANDARD     | MD.SS.      | Social Studies   |
| TOPIC / INDICATOR             | SS.3.       | Geography  |
| INDICATOR / PROFICIENCY LEVEL | SS.3.1.     | Students will use geographic concepts and processes to understand location and its relationship to human activities.   |
| OBJECTIVE                     | SS.3.1.A.   | Using Geographic Tools   |
| EXPECTATION                   | SS.3.1.A.1. | Recognize that a globe and maps are used to help people locate places.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 32 Demonstrates simple geographic knowledge                             |
| STRAND / TOPIC / STANDARD     | MD.SS.      | Social Studies   |
| TOPIC / INDICATOR             | SS.3.       | Geography  |
| INDICATOR / PROFICIENCY LEVEL | SS.3.1.     | Students will use geographic concepts and processes to understand location and its relationship to human activities.   |
| OBJECTIVE                     | SS.3.1.B.   | Geographic Characteristics of Places and Regions   |
| EXPECTATION                   | SS.3.1.B.1. | Recognize that places in the immediate environment have specific physical and human-made features.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 32 Demonstrates simple geographic knowledge |
| STRAND / TOPIC / STANDARD     | MD.SS.      | Social Studies   |
| TOPIC / INDICATOR             | SS.3.       | Geography  |

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| INDICATOR / PROFICIENCY LEVEL | SS.3.1.     | Students will use geographic concepts and processes to understand location and its relationship to human activities.   |
| OBJECTIVE                     | SS.3.1.C.   | Movement of People, Goods and Ideas  |
| EXPECTATION                   | SS.3.1.C.1. | Identify the role of transportation in the community.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 32 Demonstrates simple geographic knowledge  |
| STRAND / TOPIC / STANDARD     | MD.SS.      | Social Studies   |
| TOPIC / INDICATOR             | SS.3.       | Geography  |
| INDICATOR / PROFICIENCY LEVEL | SS.3.1.     | Students will use geographic concepts and processes to understand location and its relationship to human activities.   |
| OBJECTIVE                     | SS.3.1.D.   | Modifying and Adapting to the Environment  |
| EXPECTATION                   | SS.3.1.D.1. | Describe how people adapt to their immediate environment.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 32 Demonstrates simple geographic knowledge                                    |
| STRAND / TOPIC / STANDARD     | MD.SS.      | Social Studies   |
| TOPIC / INDICATOR             | SS.4.       | Economics  |
| INDICATOR / PROFICIENCY LEVEL | SS.4.1.     | Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.   |
| OBJECTIVE                     | SS.4.1.A.   | Scarcity and Economic Decision- Making   |
| EXPECTATION                   | SS.4.1.A.1. | Recognize that people have to make choices because of unlimited economic wants.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 30 Shows basic understanding of people and how they live |
| EXPECTATION                   | SS.4.1.A.2. | Identify that materials/resources are used to make products.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 30 Shows basic understanding of people and how they live                    |
| EXPECTATION                   | SS.4.1.A.3. | Explain how technology affects the way people live, work, and play.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 30 Shows basic understanding of people and how they live             |
| STRAND / TOPIC / STANDARD     | MD.SS.      | Social Studies   |
| TOPIC / INDICATOR             | SS.4.       | Economics  |
| INDICATOR / PROFICIENCY LEVEL | SS.4.1.     | Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.   |
| OBJECTIVE                     | SS.4.1.B.   | Economic Systems and the Role of Government in the Economy   |

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| EXPECTATION                   | SS.4.1.B.1. | Identify types of local markets.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 30 Shows basic understanding of people and how they live  |
| EXPECTATION                   | SS.4.1.B.2. | Identify how goods are acquired<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 30 Shows basic understanding of people and how they live   |
| STRAND / TOPIC / STANDARD     | MD.SS.      | Social Studies   |
| TOPIC / INDICATOR             | SS.5.       | History  |
| INDICATOR / PROFICIENCY LEVEL | SS.5.1.     | Students will use historical thinking skills to understand how individuals and events have changed society over time.  |
| OBJECTIVE                     | SS.5.1.A.   | Change Over Time   |
| EXPECTATION                   | SS.5.1.A.1. | Distinguish among past, present, and future time.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 31 Explores change related to familiar people or places  |
| STRAND / TOPIC / STANDARD     | MD.SS.      | Social Studies   |
| TOPIC / INDICATOR             | SS.6.       | Social Studies Skills and Processes  |
| INDICATOR / PROFICIENCY LEVEL | SS.6.1.     | Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.   |
| OBJECTIVE                     | SS.6.1.A.   | Learn to Read and Construct Meaning about Social Studies   |
| EXPECTATION                   | SS.6.1.A.1. | Develop and apply social studies vocabulary through exposure to a variety of text and portions of text.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts<br>Objective 18d.1 Emerging to 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections) |
| EXPECTATION                   | SS.6.1.A.2. | Use strategies to prepare for reading (before reading.)<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills<br>Objective 18b.4 Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult   |

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| EXPECTATION                   | SS.6.1.A.3. | <p>Use strategies to monitor understanding and derive meaning from text and portions of text (during reading).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts</li> </ul> <p>Objective 18d.1 Emerging to 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)</p> |
| EXPECTATION                   | SS.6.1.A.4. | <p>Use strategies to demonstrate understanding of the text (after reading).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>   |
| STRAND / TOPIC / STANDARD     | MD.SS.      | Social Studies   |
| TOPIC / INDICATOR             | SS.6.       | Social Studies Skills and Processes  |
| INDICATOR / PROFICIENCY LEVEL | SS.6.1.     | Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.   |
| OBJECTIVE                     | SS.6.1.B.   | Learn to Write and Communicate Social Studies Understandings   |
| EXPECTATION                   | SS.6.1.B.1. | <p>Compose oral, written, and visual presentations that express personal ideas, inform, and persuade.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</li> </ul> <p>Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message</p>   |
| EXPECTATION                   | SS.6.1.B.2. | <p>Locate, retrieve, and use information from various sources to accomplish a purpose.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>   |
| STRAND / TOPIC / STANDARD     | MD.SS.      | Social Studies   |
| TOPIC / INDICATOR             | SS.6.       | Social Studies Skills and Processes  |

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| INDICATOR / PROFICIENCY LEVEL | SS.6.1.     | Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.   |
| OBJECTIVE                     | SS.6.1.C.   | Ask Social Studies Questions   |
| EXPECTATION                   | SS.6.1.C.1. | Identify a topic that requires further study.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas  |
| EXPECTATION                   | SS.6.1.C.2. | Identify a situation or problem that requires study.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning c. Solves problems<br>Objective 11c.6 Solves problems without having to try every possibility   |
| STRAND / TOPIC / STANDARD     | MD.SS.      | Social Studies   |
| TOPIC / INDICATOR             | SS.6.       | Social Studies Skills and Processes  |
| INDICATOR / PROFICIENCY LEVEL | SS.6.1.     | Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.   |
| OBJECTIVE                     | SS.6.1.D.   | Acquire Social Studies Information   |
| EXPECTATION                   | SS.6.1.D.1. | Identify primary and secondary sources of information that relate to the topic/situation/problem being studied.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects |
| EXPECTATION                   | SS.6.1.D.2. | Engage in field work that relates to the topic/situation/problem being studied.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects                                 |
| STRAND / TOPIC / STANDARD     | MD.SS.      | Social Studies   |
| TOPIC / INDICATOR             | SS.6.       | Social Studies Skills and Processes  |

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| INDICATOR / PROFICIENCY LEVEL | SS.6.1.     | Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.  |
| OBJECTIVE                     | SS.6.1.E.   | Organize Social Studies Information   |
| EXPECTATION                   | SS.6.1.E.1. | Organize information from non-print sources.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects   |
| EXPECTATION                   | SS.6.1.E.2. | Organize information from print sources.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects   |
| STRAND / TOPIC / STANDARD     | MD.SS.      | Social Studies  |
| TOPIC / INDICATOR             | SS.6.       | Social Studies Skills and Processes   |
| INDICATOR / PROFICIENCY LEVEL | SS.6.1.     | Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.  |
| OBJECTIVE                     | SS.6.1.F.   | Analyze Social Studies Information  |
| EXPECTATION                   | SS.6.1.F.1. | Interpret information from secondary sources including pictures, graphics, maps, atlases, and timelines.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects |
| STRAND / TOPIC / STANDARD     | MD.SS.      | Social Studies  |
| TOPIC / INDICATOR             | SS.6.       | Social Studies Skills and Processes   |
| INDICATOR / PROFICIENCY LEVEL | SS.6.1.     | Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.  |
| OBJECTIVE                     | SS.6.1.G.   | Answer Social Studies Questions   |



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| EXPECTATION                   | SS.6.1.G.1. | Describe how the community has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 31 Explores change related to familiar people or places |
| STRAND / TOPIC / STANDARD     | MD.S.       | Science  |
| TOPIC / INDICATOR             | S.1.        | Skills & Processes   |
| INDICATOR / PROFICIENCY LEVEL | S.1.1.      | Students will demonstrate the thinking and acting inherent in the practice of science.   |
| OBJECTIVE                     | S.1.1.A.    | Constructing Knowledge   |
| EXPECTATION                   | S.1.1.A.1.  | Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 24 Uses scientific inquiry skills                                     |
| STRAND / TOPIC / STANDARD     | MD.S.       | Science  |
| TOPIC / INDICATOR             | S.1.        | Skills & Processes   |
| INDICATOR / PROFICIENCY LEVEL | S.1.1.      | Students will demonstrate the thinking and acting inherent in the practice of science.   |
| OBJECTIVE                     | S.1.1.B.    | Applying Evidence and Reasoning  |
| EXPECTATION                   | S.1.1.B.1.  | People are more likely to believe your ideas if you can give good reasons for them.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 24 Uses scientific inquiry skills  |
| STRAND / TOPIC / STANDARD     | MD.S.       | Science  |
| TOPIC / INDICATOR             | S.1.        | Skills & Processes   |
| INDICATOR / PROFICIENCY LEVEL | S.1.1.      | Students will demonstrate the thinking and acting inherent in the practice of science.   |
| OBJECTIVE                     | S.1.1.C.    | Communicating Scientific Information   |
| EXPECTATION                   | S.1.1.C.1.  | Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 24 Uses scientific inquiry skills   |
| STRAND / TOPIC / STANDARD     | MD.S.       | Science  |
| TOPIC / INDICATOR             | S.1.        | Skills & Processes   |
| INDICATOR / PROFICIENCY LEVEL | S.1.1.      | Students will demonstrate the thinking and acting inherent in the practice of science.   |
| OBJECTIVE                     | S.1.1.D.    | Technology   |
| EXPECTATION                   | S.1.1.D.1.  | Design and make things with simple tools and a variety of materials.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 28 Uses tools and other technology to perform tasks   |



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| EXPECTATION                   | S.1.1.D.2. | Practice identifying the parts of things and how one part connects to and affects another.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 28 Uses tools and other technology to perform tasks                          |
| EXPECTATION                   | S.1.1.D.3. | Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 28 Uses tools and other technology to perform tasks |
| STRAND / TOPIC / STANDARD     | MD.S.      | Science   |
| TOPIC / INDICATOR             | S.2.       | Earth/Space   |
| INDICATOR / PROFICIENCY LEVEL | S.2.1.     | Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.                               |
| OBJECTIVE                     | S.2.1.A.   | Materials and Processes That Shape A Planet   |
| EXPECTATION                   | S.2.1.A.1. | [No standard at this level.]<br><br>No Correlations   |
| STRAND / TOPIC / STANDARD     | MD.S.      | Science   |
| TOPIC / INDICATOR             | S.2.       | Earth/Space   |
| INDICATOR / PROFICIENCY LEVEL | S.2.1.     | Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.                               |
| OBJECTIVE                     | S.2.1.B.   | Earth History   |
| EXPECTATION                   | S.2.1.B.1. | [No standard at this level.]<br><br>No Correlations   |
| STRAND / TOPIC / STANDARD     | MD.S.      | Science   |
| TOPIC / INDICATOR             | S.2.       | Earth/Space   |
| INDICATOR / PROFICIENCY LEVEL | S.2.1.     | Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.                               |
| OBJECTIVE                     | S.2.1.C.   | Plate Tectonics   |
| EXPECTATION                   | S.2.1.C.1. | [No standard at this level.]<br><br>No Correlations   |
| STRAND / TOPIC / STANDARD     | MD.S.      | Science   |
| TOPIC / INDICATOR             | S.2.       | Earth/Space   |



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| INDICATOR / PROFICIENCY LEVEL | S.2.1.     | Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.                                     |
| OBJECTIVE                     | S.2.1.D.   | Astronomy   |
| EXPECTATION                   | S.2.1.D.1. | [No standard at this level.]<br><br>No Correlations   |
| STRAND / TOPIC / STANDARD     | MD.S.      | Science   |
| TOPIC / INDICATOR             | S.2.       | Earth/Space   |
| INDICATOR / PROFICIENCY LEVEL | S.2.1.     | Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.                                     |
| OBJECTIVE                     | S.2.1.E.   | Interactions of Hydrosphere and Atmosphere  |
| EXPECTATION                   | S.2.1.E.1. | [No standard at this level.]<br><br>No Correlations   |
| EXPECTATION                   | S.2.1.E.2. | Describe the weather using observations.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 27 Demonstrates knowledge of Earth's environment   |
| STRAND / TOPIC / STANDARD     | MD.S.      | Science   |
| TOPIC / INDICATOR             | S.3.       | Life Science  |
| INDICATOR / PROFICIENCY LEVEL | S.3.1.     | The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.   |
| OBJECTIVE                     | S.3.1.A.   | Diversity of Life   |
| EXPECTATION                   | S.3.1.A.1. | Observe a variety of familiar plants and animals to describe how they are alike and how they are different.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 25 Demonstrates knowledge of the characteristics of living things |
| STRAND / TOPIC / STANDARD     | MD.S.      | Science   |
| TOPIC / INDICATOR             | S.3.       | Life Science  |
| INDICATOR / PROFICIENCY LEVEL | S.3.1.     | The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.   |
| OBJECTIVE                     | S.3.1.B.   | Cells   |
| EXPECTATION                   | S.3.1.B.1. | [No standard at this level.]<br><br>No Correlations   |
| STRAND / TOPIC / STANDARD     | MD.S.      | Science   |

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| TOPIC / INDICATOR             | S.3.       | Life Science   |
| INDICATOR / PROFICIENCY LEVEL | S.3.1.     | The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.                                      |
| OBJECTIVE                     | S.3.1.C.   | Genetics   |
| EXPECTATION                   | S.3.1.C.1. | Observe, describe and compare different kinds of animals and their offspring.<br><br><b>GOLD® Objectives for Development and Learning</b><br>• Objective 25 Demonstrates knowledge of the characteristics of living things |
| STRAND / TOPIC / STANDARD     | MD.S.      | Science  |
| TOPIC / INDICATOR             | S.3.       | Life Science   |
| INDICATOR / PROFICIENCY LEVEL | S.3.1.     | The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.                                      |
| OBJECTIVE                     | S.3.1.D.   | Evolution  |
| EXPECTATION                   | S.3.1.D.1. | [No standard at this level.]<br><br>No Correlations  |
| STRAND / TOPIC / STANDARD     | MD.S.      | Science  |
| TOPIC / INDICATOR             | S.3.       | Life Science   |
| INDICATOR / PROFICIENCY LEVEL | S.3.1.     | The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.                                      |
| OBJECTIVE                     | S.3.1.E.   | Flow of Matter and Energy  |
| EXPECTATION                   | S.3.1.E.1. | [No standard at this level.]<br><br>No Correlations  |
| STRAND / TOPIC / STANDARD     | MD.S.      | Science  |
| TOPIC / INDICATOR             | S.3.       | Life Science   |
| INDICATOR / PROFICIENCY LEVEL | S.3.1.     | The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.                                      |
| OBJECTIVE                     | S.3.1.F.   | Ecology  |
| EXPECTATION                   | S.3.1.F.1. | [No standard at this level.]<br><br>No Correlations  |
| STRAND / TOPIC / STANDARD     | MD.S.      | Science  |
| TOPIC / INDICATOR             | S.4.       | Chemistry  |
| INDICATOR / PROFICIENCY LEVEL | S.4.1.     | Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.                        |
| OBJECTIVE                     | S.4.1.A.   | Structure of Matter  |

|                               |            |   |
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| EXPECTATION                   | S.4.1.A.1. | Use evidence from investigations to describe the observable properties of a variety of objects.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 26 Demonstrates knowledge of the physical properties of objects and materials |
| STRAND / TOPIC / STANDARD     | MD.S.      | Science   |
| TOPIC / INDICATOR             | S.4.       | Chemistry   |
| INDICATOR / PROFICIENCY LEVEL | S.4.1.     | Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.   |
| OBJECTIVE                     | S.4.1.B.   | Conservation of Matter  |
| EXPECTATION                   | S.4.1.B.1. | [No standard at this level.]<br><br>No Correlations   |
| STRAND / TOPIC / STANDARD     | MD.S.      | Science   |
| TOPIC / INDICATOR             | S.4.       | Chemistry   |
| INDICATOR / PROFICIENCY LEVEL | S.4.1.     | Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.   |
| OBJECTIVE                     | S.4.1.C.   | States of Matter  |
| EXPECTATION                   | S.4.1.C.1. | [No standard at this level.]<br><br>No Correlations   |
| STRAND / TOPIC / STANDARD     | MD.S.      | Science   |
| TOPIC / INDICATOR             | S.4.       | Chemistry   |
| INDICATOR / PROFICIENCY LEVEL | S.4.1.     | Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.   |
| OBJECTIVE                     | S.4.1.D.   | Physical and Chemical Changes   |
| EXPECTATION                   | S.4.1.D.1. | [No standard at this level.]<br><br>No Correlations   |
| STRAND / TOPIC / STANDARD     | MD.S.      | Science   |
| TOPIC / INDICATOR             | S.5.       | Physics   |
| INDICATOR / PROFICIENCY LEVEL | S.5.1.     | Students will use scientific skills and processes to explain the interactions of matter and energy and the energy transformations that occur.   |
| OBJECTIVE                     | S.5.1.A.   | Mechanics   |

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| EXPECTATION                   | S.5.1.A.1. | [No standard at this level.]<br>No Correlations   |
| STRAND / TOPIC / STANDARD     | MD.S.      | Science   |
| TOPIC / INDICATOR             | S.5.       | Physics   |
| INDICATOR / PROFICIENCY LEVEL | S.5.1.     | Students will use scientific skills and processes to explain the interactions of matter and energy and the energy transformations that occur.   |
| OBJECTIVE                     | S.5.1.B.   | Thermodynamics  |
| EXPECTATION                   | S.5.1.B.1. | [No standard at this level.]<br>No Correlations   |
| STRAND / TOPIC / STANDARD     | MD.S.      | Science   |
| TOPIC / INDICATOR             | S.5.       | Physics   |
| INDICATOR / PROFICIENCY LEVEL | S.5.1.     | Students will use scientific skills and processes to explain the interactions of matter and energy and the energy transformations that occur.   |
| OBJECTIVE                     | S.5.1.C.   | Electricity and Magnetism   |
| EXPECTATION                   | S.5.1.C.1. | [No standard at this level.]<br>No Correlations   |
| STRAND / TOPIC / STANDARD     | MD.S.      | Science   |
| TOPIC / INDICATOR             | S.5.       | Physics   |
| INDICATOR / PROFICIENCY LEVEL | S.5.1.     | Students will use scientific skills and processes to explain the interactions of matter and energy and the energy transformations that occur.   |
| OBJECTIVE                     | S.5.1.D.   | Wave Interactions   |
| EXPECTATION                   | S.5.1.D.1. | [No standard at this level.]<br>No Correlations   |
| STRAND / TOPIC / STANDARD     | MD.S.      | Science   |
| TOPIC / INDICATOR             | S.6.       | Environmental Science   |
| INDICATOR / PROFICIENCY LEVEL | S.6.1.     | Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective. |
| OBJECTIVE                     | S.6.1.A.   | Natural Resources and Human Needs   |
| EXPECTATION                   | S.6.1.A.1. | [No standard at this level.]<br>No Correlations   |
| STRAND / TOPIC / STANDARD     | MD.S.      | Science   |
| TOPIC / INDICATOR             | S.6.       | Environmental Science   |

|                               |            |   |
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| INDICATOR / PROFICIENCY LEVEL | S.6.1.     | Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.   |
| OBJECTIVE                     | S.6.1.B.   | Environmental Issues  |
| EXPECTATION                   | S.6.1.B.1. | [No standard at this level.]<br><br>No Correlations   |
| STRAND / TOPIC / STANDARD     | MD.H.      | Health  |
| TOPIC / INDICATOR             | H.1.       | Safety & Injury Prevention  |
| INDICATOR / PROFICIENCY LEVEL | H.1.1.     | Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.  |
| OBJECTIVE                     | H.1.1.A.   | Emergencies   |
| EXPECTATION                   | H.1.1.A.1. | Recognize how to respond appropriately to emergency situations.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately<br>Objective 1c.8 Takes responsibility for own well-being |
| STRAND / TOPIC / STANDARD     | MD.H.      | Health  |
| TOPIC / INDICATOR             | H.1.       | Safety & Injury Prevention  |
| INDICATOR / PROFICIENCY LEVEL | H.1.1.     | Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.  |
| OBJECTIVE                     | H.1.1.B.   | Safety Rules & Procedures   |
| EXPECTATION                   | H.1.1.B.1. | [No standard at this level.]<br><br>No Correlations   |
| STRAND / TOPIC / STANDARD     | MD.H.      | Health  |
| TOPIC / INDICATOR             | H.2.       | Nutrition & Fitness   |
| INDICATOR / PROFICIENCY LEVEL | H.2.1.     | Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.  |
| OBJECTIVE                     | H.2.1.A.   | Responses to Food   |
| EXPECTATION                   | H.2.1.A.1. | Identify the relationship between food and the senses.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 29 Demonstrates knowledge about self   |
| STRAND / TOPIC / STANDARD     | MD.H.      | Health  |
| TOPIC / INDICATOR             | H.2.       | Nutrition & Fitness   |
| INDICATOR / PROFICIENCY LEVEL | H.2.1.     | Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.  |

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| OBJECTIVE                     | H.2.1.B.   | Food Production  |
| EXPECTATION                   | H.2.1.B.1. | [No standard at this level.]<br><br>No Correlations  |
| STRAND / TOPIC / STANDARD     | MD.H.      | Health   |
| TOPIC / INDICATOR             | H.2.       | Nutrition & Fitness  |
| INDICATOR / PROFICIENCY LEVEL | H.2.1.     | Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.   |
| OBJECTIVE                     | H.2.1.C.   | Manners  |
| EXPECTATION                   | H.2.1.C.1. | [No standard at this level.]<br><br>No Correlations  |
| STRAND / TOPIC / STANDARD     | MD.H.      | Health   |
| TOPIC / INDICATOR             | H.2.       | Nutrition & Fitness  |
| INDICATOR / PROFICIENCY LEVEL | H.2.1.     | Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.   |
| OBJECTIVE                     | H.2.1.D.   | Nutrients  |
| EXPECTATION                   | H.2.1.D.1. | [No standard at this level.]<br><br>No Correlations  |
| STRAND / TOPIC / STANDARD     | MD.H.      | Health   |
| TOPIC / INDICATOR             | H.2.       | Nutrition & Fitness  |
| INDICATOR / PROFICIENCY LEVEL | H.2.1.     | Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.   |
| OBJECTIVE                     | H.2.1.E.   | Food & Health  |
| EXPECTATION                   | H.2.1.E.1. | Recognize the relationship between food and health.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 29 Demonstrates knowledge about self   |
| STRAND / TOPIC / STANDARD     | MD.PE.     | Physical Education   |
| TOPIC / INDICATOR             | PE.1.      | Skillfulness   |
| INDICATOR / PROFICIENCY LEVEL | PE.1.1.    | Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills. |
| OBJECTIVE                     | PE.1.1.A.  | Fundamental Movement   |

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| EXPECTATION                   | PE.1.1.A.1. | Show fundamental movement skills.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 4 Demonstrates traveling skills<br><b>Objective 4.6 Moves purposefully from place to place with control</b>                        |
| STRAND / TOPIC / STANDARD     | MD.PE.      | Physical Education   |
| TOPIC / INDICATOR             | PE.1.       | Skillfulness   |
| INDICATOR / PROFICIENCY LEVEL | PE.1.1.     | Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills. |
| OBJECTIVE                     | PE.1.1.B.   | Creative Movement  |
| EXPECTATION                   | PE.1.1.B.1. | Show creative movement.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 35 Explores dance and movement concepts  |
| STRAND / TOPIC / STANDARD     | MD.PE.      | Physical Education   |
| TOPIC / INDICATOR             | PE.1.       | Skillfulness   |
| INDICATOR / PROFICIENCY LEVEL | PE.1.1.     | Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills. |
| OBJECTIVE                     | PE.1.1.C.   | Skill Themes   |
| EXPECTATION                   | PE.1.1.C.1. | Show skill themes.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 4 Demonstrates traveling skills<br><b>Objective 4.8 Coordinates increasingly complex movements in play and games</b>                              |
| STRAND / TOPIC / STANDARD     | MD.PE.      | Physical Education   |
| TOPIC / INDICATOR             | PE.2.       | Biomechanical Principles   |
| INDICATOR / PROFICIENCY LEVEL | PE.2.1.     | Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.   |
| OBJECTIVE                     | PE.2.1.A.   | Effects on Objects   |
| EXPECTATION                   | PE.2.1.A.1. | Identify ways that people and objects move.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 4 Demonstrates traveling skills<br><b>Objective 4.8 Coordinates increasingly complex movements in play and games</b>     |
| STRAND / TOPIC / STANDARD     | MD.PE.      | Physical Education   |
| TOPIC / INDICATOR             | PE.2.       | Biomechanical Principles   |

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| INDICATOR / PROFICIENCY LEVEL | PE.2.1.     | Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.  |
| OBJECTIVE                     | PE.2.1.B.   | Balance   |
| EXPECTATION                   | PE.2.1.B.1. | Identify balance through movement.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 5 Demonstrates balancing skills<br>Objective 5.8 Sustains balance during complex movement experiences  |
| STRAND / TOPIC / STANDARD     | MD.PE.      | Physical Education  |
| TOPIC / INDICATOR             | PE.3.       | Motor Learning Principles   |
| INDICATOR / PROFICIENCY LEVEL | PE.3.1.     | Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.   |
| OBJECTIVE                     | PE.3.1.A.   | Appropriate Practices   |
| EXPECTATION                   | PE.3.1.A.1. | Recognize that skills will develop over time with appropriate practice and use of the correct cues.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 4 Demonstrates traveling skills<br>Objective 4.8 Coordinates increasingly complex movements in play and games   |
| STRAND / TOPIC / STANDARD     | MD.PE.      | Physical Education  |
| TOPIC / INDICATOR             | PE.3.       | Motor Learning Principles   |
| INDICATOR / PROFICIENCY LEVEL | PE.3.1.     | Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.   |
| OBJECTIVE                     | PE.3.1.B.   | Corrective Feedback   |
| EXPECTATION                   | PE.3.1.B.1. | Identify the importance of corrective feedback on performance.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 4 Demonstrates traveling skills<br>Objective 4.6 Moves purposefully from place to place with control   |
| STRAND / TOPIC / STANDARD     | MD.PE.      | Physical Education  |
| TOPIC / INDICATOR             | PE.4.       | Exercise Physiology   |
| INDICATOR / PROFICIENCY LEVEL | PE.4.1.     | Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks. |
| OBJECTIVE                     | PE.4.1.A.   | Effects of Physical Activity on the Body  |



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| EXPECTATION                   | PE.4.1.A.1. | Identify the effects of physical activity on the body systems.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 29 Demonstrates knowledge about self  |
| STRAND / TOPIC / STANDARD     | MD.PE.      | Physical Education   |
| TOPIC / INDICATOR             | PE.4.       | Exercise Physiology  |
| INDICATOR / PROFICIENCY LEVEL | PE.4.1.     | Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.  |
| OBJECTIVE                     | PE.4.1.B.   | FITT Guidelines  |
| EXPECTATION                   | PE.4.1.B.1. | [No standard at this level.]<br><br>No Correlations  |
| STRAND / TOPIC / STANDARD     | MD.PE.      | Physical Education   |
| TOPIC / INDICATOR             | PE.4.       | Exercise Physiology  |
| INDICATOR / PROFICIENCY LEVEL | PE.4.1.     | Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.  |
| OBJECTIVE                     | PE.4.1.C.   | Components of Fitness  |
| EXPECTATION                   | PE.4.1.C.1. | Identify the components of fitness.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 4 Demonstrates traveling skills<br>Objective 4.8 Coordinates increasingly complex movements in play and games<br>• Objective 5 Demonstrates balancing skills<br>Objective 5.8 Sustains balance during complex movement experiences<br>• Objective 6 Demonstrates gross-motor manipulative skills<br>Objective 6.8 Manipulates balls or similar objects with a full range of motion |
| STRAND / TOPIC / STANDARD     | MD.PE.      | Physical Education   |
| TOPIC / INDICATOR             | PE.4.       | Exercise Physiology  |
| INDICATOR / PROFICIENCY LEVEL | PE.4.1.     | Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.  |
| OBJECTIVE                     | PE.4.1.D.   | Benefits of Physical Activity  |

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| EXPECTATION                   | PE.4.1.D.1. | Recognize the benefits of physical activity.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 29 Demonstrates knowledge about self  |
| STRAND / TOPIC / STANDARD     | MD.PE.      | Physical Education   |
| TOPIC / INDICATOR             | PE.4.       | Exercise Physiology  |
| INDICATOR / PROFICIENCY LEVEL | PE.4.1.     | Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.                                  |
| OBJECTIVE                     | PE.4.1.E.   | Nutrition and Physical Activity  |
| EXPECTATION                   | PE.4.1.E.1. | Recognize the relationship between nutrition and physical activity.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 29 Demonstrates knowledge about self   |
| STRAND / TOPIC / STANDARD     | MD.PE.      | Physical Education   |
| TOPIC / INDICATOR             | PE.4.       | Exercise Physiology  |
| INDICATOR / PROFICIENCY LEVEL | PE.4.1.     | Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.                                  |
| OBJECTIVE                     | PE.4.1.F.   | Exercise Adherence   |
| EXPECTATION                   | PE.4.1.F.1. | Recognize the factors influencing daily physical activity.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 29 Demonstrates knowledge about self  |
| STRAND / TOPIC / STANDARD     | MD.PE.      | Physical Education   |
| TOPIC / INDICATOR             | PE.5.       | Physical Activity  |
| INDICATOR / PROFICIENCY LEVEL | PE.5.1.     | Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits. |
| OBJECTIVE                     | PE.5.1.A.   | Aerobic Fitness  |
| EXPECTATION                   | PE.5.1.A.1. | Identify and show individual aerobic capacity/cardio respiratory fitness.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 4 Demonstrates traveling skills<br>Objective 4.8 Coordinates increasingly complex movements in play and games  |
| STRAND / TOPIC / STANDARD     | MD.PE.      | Physical Education   |
| TOPIC / INDICATOR             | PE.5.       | Physical Activity  |



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| INDICATOR / PROFICIENCY LEVEL | PE.5.1.     | Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits. |
| OBJECTIVE                     | PE.5.1.B.   | Muscular Strength and Endurance  |
| EXPECTATION                   | PE.5.1.B.1. | Identify and show activities for muscular strength and muscular endurance.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 4 Demonstrates traveling skills<br>Objective 4.8 Coordinates increasingly complex movements in play and games   |
| STRAND / TOPIC / STANDARD     | MD.PE.      | Physical Education   |
| TOPIC / INDICATOR             | PE.5.       | Physical Activity  |
| INDICATOR / PROFICIENCY LEVEL | PE.5.1.     | Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits. |
| OBJECTIVE                     | PE.5.1.C.   | Flexibility  |
| EXPECTATION                   | PE.5.1.C.1. | Identify and show activities for flexibility.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 5 Demonstrates balancing skills<br>Objective 5.8 Sustains balance during complex movement experiences  |
| STRAND / TOPIC / STANDARD     | MD.FA.      | Fine Arts  |
| TOPIC / INDICATOR             | FA.1.       | Dance: Perceiving, Performing, and Responding  |
| INDICATOR / PROFICIENCY LEVEL | FA.1.1.     | Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to dance.   |
| OBJECTIVE                     | FA.1.1.1.   | Demonstrate knowledge of how elements of dance are used to communicate meaning.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 35 Explores dance and movement concepts  |
| OBJECTIVE                     | FA.1.1.2.   | Demonstrate kinesthetic awareness and technical proficiency in dance movement.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 35 Explores dance and movement concepts   |
| OBJECTIVE                     | FA.1.1.3.   | Respond to dance through observation, experience, and analysis.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 35 Explores dance and movement concepts  |
| STRAND / TOPIC / STANDARD     | MD.FA.      | Fine Arts  |
| TOPIC / INDICATOR             | FA.2.       | Dance: Historical, Cultural, and Social Context  |

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| INDICATOR / PROFICIENCY LEVEL | FA.2.1.   | Students will demonstrate an understanding of dance as an essential aspect of history and human experience.   |
| OBJECTIVE                     | FA.2.1.1. | Demonstrate knowledge of dances from a variety of cultures.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 35 Explores dance and movement concepts   |
| OBJECTIVE                     | FA.2.1.2. | Relate dance to history, society, and personal experience.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 35 Explores dance and movement concepts  |
| OBJECTIVE                     | FA.2.1.3. | Demonstrate understanding of the relationships between and among dance and other content areas.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 35 Explores dance and movement concepts                             |
| STRAND / TOPIC / STANDARD     | MD.FA.    | Fine Arts   |
| TOPIC / INDICATOR             | FA.3.     | Dance: Creative Expression and Production   |
| INDICATOR / PROFICIENCY LEVEL | FA.3.1.   | Students will demonstrate the ability to create and perform dance.  |
| OBJECTIVE                     | FA.3.1.1. | Develop the ability to improvise dance.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 35 Explores dance and movement concepts   |
| OBJECTIVE                     | FA.3.1.2. | Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 35 Explores dance and movement concepts |
| OBJECTIVE                     | FA.3.1.3. | Develop knowledge and execution of performance competencies in dance.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 35 Explores dance and movement concepts   |
| STRAND / TOPIC / STANDARD     | MD.FA.    | Fine Arts   |
| TOPIC / INDICATOR             | FA.4.     | Dance: Aesthetics and Criticism   |
| INDICATOR / PROFICIENCY LEVEL | FA.4.1.   | Students will demonstrate the ability to make aesthetic judgments in dance.   |
| OBJECTIVE                     | FA.4.1.1. | Identify and apply criteria to evaluate choreography and performance.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 35 Explores dance and movement concepts   |
| STRAND / TOPIC / STANDARD     | MD.FA.    | Fine Arts   |
| TOPIC / INDICATOR             | FA.5.     | Music: Perceiving, Performing, and Responding   |



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| INDICATOR / PROFICIENCY LEVEL | FA.5.1.   | Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.  |
| OBJECTIVE                     | FA.5.1.1. | Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 34 Explores musical concepts and expression                                     |
| OBJECTIVE                     | FA.5.1.2. | Experience performance through singing, playing instruments, and listening to performances of others.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 34 Explores musical concepts and expression   |
| OBJECTIVE                     | FA.5.1.3. | Respond to music through movement.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 35 Explores dance and movement concepts  |
| OBJECTIVE                     | FA.5.1.4. | Experiment with standard and individually created symbols to represent sounds.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 34 Explores musical concepts and expression  |
| STRAND / TOPIC / STANDARD     | MD.FA.    | Fine Arts   |
| TOPIC / INDICATOR             | FA.6.     | Music: Historical, Cultural, and Social Context   |
| INDICATOR / PROFICIENCY LEVEL | FA.6.1.   | Students will demonstrate an understanding of music as an essential aspect of history and human experience.   |
| OBJECTIVE                     | FA.6.1.1. | Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 34 Explores musical concepts and expression |
| OBJECTIVE                     | FA.6.1.2. | Become acquainted with the roles of music in the lives of people.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 34 Explores musical concepts and expression   |
| OBJECTIVE                     | FA.6.1.3. | Explore the relationship of music to dance, theatre, the visual arts and other disciplines.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 34 Explores musical concepts and expression   |

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| OBJECTIVE                     | FA.6.1.4. | Develop knowledge of a wide variety of styles and genres through the study of music history.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 34 Explores musical concepts and expression         |
| STRAND / TOPIC / STANDARD     | MD.FA.    | Fine Arts  |
| TOPIC / INDICATOR             | FA.7.     | Music: Creative Expression and Production  |
| INDICATOR / PROFICIENCY LEVEL | FA.7.1.   | Students will demonstrate the ability to organize musical ideas and sounds creatively.   |
| OBJECTIVE                     | FA.7.1.1. | Develop confidence in the ability to improvise music through experimentation with sound.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 34 Explores musical concepts and expression             |
| OBJECTIVE                     | FA.7.1.2. | Investigate composing music through experimentation with sound and the tools of composition.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 34 Explores musical concepts and expression         |
| STRAND / TOPIC / STANDARD     | MD.FA.    | Fine Arts  |
| TOPIC / INDICATOR             | FA.8.     | Music: Aesthetics and Criticism  |
| INDICATOR / PROFICIENCY LEVEL | FA.8.1.   | Students will demonstrate the ability to make aesthetic judgments.   |
| OBJECTIVE                     | FA.8.1.1. | Express preferences about selected musical compositions.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 34 Explores musical concepts and expression   |
| STRAND / TOPIC / STANDARD     | MD.FA.    | Fine Arts  |
| TOPIC / INDICATOR             | FA.9.     | Theatre: Perceiving and Responding   |
| INDICATOR / PROFICIENCY LEVEL | FA.9.1.   | Aesthetic Education: Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.                      |
| OBJECTIVE                     | FA.9.1.1. | Describe ways that theatre depicts themes and stories.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 36 Explores drama through actions and language  |
| OBJECTIVE                     | FA.9.1.2. | Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 36 Explores drama through actions and language |
| STRAND / TOPIC / STANDARD     | MD.FA.    | Fine Arts  |
| TOPIC / INDICATOR             | FA.10.    | Theatre: Historical, Cultural, and Social Context  |



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| INDICATOR / PROFICIENCY LEVEL | FA.10.1.   | Students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic works, and other literature of the theatre.   |
| OBJECTIVE                     | FA.10.1.1. | Express a range of responses to a variety of stimuli.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 36 Explores drama through actions and language  |
| OBJECTIVE                     | FA.10.1.2. | Demonstrate knowledge of theatrical conventions as performers and as an audience.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 36 Explores drama through actions and language                        |
| STRAND / TOPIC / STANDARD     | MD.FA.     | Fine Arts   |
| TOPIC / INDICATOR             | FA.11.     | Theatre: Creative Expression and Production   |
| INDICATOR / PROFICIENCY LEVEL | FA.11.1.   | Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.  |
| OBJECTIVE                     | FA.11.1.1. | Use a variety of theatrical elements to communicate ideas and feelings.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 36 Explores drama through actions and language                                  |
| OBJECTIVE                     | FA.11.1.2. | Demonstrate knowledge of theatre performance and production skills in formal and informal presentations.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 36 Explores drama through actions and language |
| STRAND / TOPIC / STANDARD     | MD.FA.     | Fine Arts   |
| TOPIC / INDICATOR             | FA.12.     | Theatre: Aesthetics and Criticism   |
| INDICATOR / PROFICIENCY LEVEL | FA.12.1.   | Students will demonstrate the ability to make aesthetic judgments.  |
| OBJECTIVE                     | FA.12.1.1. | Identify, describe, and apply criteria to assess individual and group theatre processes.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 36 Explores drama through actions and language                 |
| OBJECTIVE                     | FA.12.1.2. | Identify, describe, and apply criteria to assess dramatic works and other literature of the theatre.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 36 Explores drama through actions and language     |
| STRAND / TOPIC / STANDARD     | MD.FA.     | Fine Arts   |
| TOPIC / INDICATOR             | FA.13.     | Visual Arts: Perceiving and Responding  |
| INDICATOR / PROFICIENCY LEVEL | FA.13.1.   | Aesthetic Education: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.   |



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| OBJECTIVE                     | FA.13.1.1. | Identify, describe, and interpret observed form.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 33 Explores the visual arts  |
| OBJECTIVE                     | FA.13.1.2. | Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 33 Explores the visual arts              |
| OBJECTIVE                     | FA.13.1.3. | Experiment with the elements of art and principles of design to develop personally meaningful compositions.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 33 Explores the visual arts           |
| STRAND / TOPIC / STANDARD     | MD.FA.     | Fine Arts   |
| TOPIC / INDICATOR             | FA.14.     | Visual Arts: Historical, Cultural, and Social Context   |
| INDICATOR / PROFICIENCY LEVEL | FA.14.1.   | Students will demonstrate an understanding of visual arts as an essential aspect of history and human experience.   |
| OBJECTIVE                     | FA.14.1.1. | Determine ways in which works of art express ideas about self, other people, places, and events.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 33 Explores the visual arts                      |
| OBJECTIVE                     | FA.14.1.2. | Discuss reasons why people (including self) create and use art by studying artworks and other sources of information.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 33 Explores the visual arts |
| OBJECTIVE                     | FA.14.1.3. | Differentiate among works by artists representative of different cultures.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 33 Explores the visual arts  |
| OBJECTIVE                     | FA.14.1.4. | Describe processes used to interpret and express ideas in the visual arts and other disciplines.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 33 Explores the visual arts                      |
| STRAND / TOPIC / STANDARD     | MD.FA.     | Fine Arts   |
| TOPIC / INDICATOR             | FA.15.     | Visual Arts: Creative Expression and Production   |
| INDICATOR / PROFICIENCY LEVEL | FA.15.1.   | Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.  |



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| OBJECTIVE                     | FA.15.1.1.  | Create images and forms from observation, memory, imagination, and feelings.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 33 Explores the visual arts  |
| OBJECTIVE                     | FA.15.1.2.  | Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 33 Explores the visual arts   |
| STRAND / TOPIC / STANDARD     | MD.FA.      | Fine Arts   |
| TOPIC / INDICATOR             | FA.16.      | Visual Arts: Aesthetics and Criticism   |
| INDICATOR / PROFICIENCY LEVEL | FA.16.1.    | Students will demonstrate the ability to make aesthetic judgments.  |
| OBJECTIVE                     | FA.16.1.1.  | Develop and apply criteria to analyze personally created artworks and the artworks of others.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 33 Explores the visual arts   |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations  |
| TOPIC / INDICATOR             | SF.1.       | Social Emotional Regulation   |
| INDICATOR / PROFICIENCY LEVEL | SF.1.1.     | Demonstrates healthy self-confidence.   |
| OBJECTIVE                     | SF.1.1.A.   | Demonstrates Independence in Arrange of Routines and Tasks  |
| EXPECTATION                   | SF.1.1.A.1. | Seeks new and varied experiences and challenges (i.e., put materials together in new ways to test results; joins in a peer created game or activity).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately<br>Objective 1c.8 Takes responsibility for own well-being |
| EXPECTATION                   | SF.1.1.A.2. | Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations<br>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders         |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations  |
| TOPIC / INDICATOR             | SF.1.       | Social Emotional Regulation   |
| INDICATOR / PROFICIENCY LEVEL | SF.1.1.     | Demonstrates healthy self-confidence.   |
| OBJECTIVE                     | SF.1.1.B.   | Demonstrates Age-Appropriate Independence in Decision-Making  |

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| EXPECTATION                   | SF.1.1.B.1. | Shows interest in leading activities and taking responsibility during cleanup activities.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately<br><b>Objective 1c.8 Takes responsibility for own well-being</b>   |
| EXPECTATION                   | SF.1.1.B.2. | Begins identifying when things are not put away in designated areas.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately<br><b>Objective 1c.8 Takes responsibility for own well-being</b>  |
| EXPECTATION                   | SF.1.1.B.3. | Further expands areas of decision making (e.g., child may say, "This morning I'm going to work on my Lego building").<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately<br><b>Objective 1c.8 Takes responsibility for own well-being</b>                   |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations   |
| TOPIC / INDICATOR             | SF.1.       | Social Emotional Regulation  |
| INDICATOR / PROFICIENCY LEVEL | SF.1.2.     | Initiates and maintains relations.   |
| OBJECTIVE                     | SF.1.2.A.   | Expresses, Understands, and Responds to Feelings/Emotions of Others  |
| EXPECTATION                   | SF.1.2.A.1. | Communicates negative and positive emotions verbally and responds to teacher prompts or directions.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors a. Manages feelings<br><b>Objective 1a.6 Is able to look at a situation differently or delay gratification</b>                                |
| EXPECTATION                   | SF.1.2.A.2. | Understands wider array of feelings (e.g., frustrated, scared, lonely) and expresses them to others.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues<br><b>Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately</b> |
| EXPECTATION                   | SF.1.2.A.3. | Seeks adult assistance for classmates who need support.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues<br><b>Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately</b>  |



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| EXPECTATION                   | SF.1.2.A.4. | Shows concern for peers who are upset or hurt.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues<br>Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately   |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations  |
| TOPIC / INDICATOR             | SF.1.       | Social Emotional Regulation   |
| INDICATOR / PROFICIENCY LEVEL | SF.1.2.     | Initiates and maintains relations.  |
| OBJECTIVE                     | SF.1.2.B.   | Plays or Works with Others Cooperatively  |
| EXPECTATION                   | SF.1.2.B.1. | Has one or more special friendships.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 2 Establishes and sustains positive relationships d. Makes friends<br>Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while   |
| EXPECTATION                   | SF.1.2.B.2. | Initiates interactions (e.g., talking, playing).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 2 Establishes and sustains positive relationships c. Interacts with peers<br>Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children  |
| EXPECTATION                   | SF.1.2.B.3. | Shares materials and equipment with other children with adult modeling and support.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others<br>Objective 3a.5 Emerging to 3a.6 Initiates the sharing of materials in the classroom and outdoors |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations  |
| TOPIC / INDICATOR             | SF.1.       | Social Emotional Regulation   |
| INDICATOR / PROFICIENCY LEVEL | SF.1.2.     | Initiates and maintains relations.  |
| OBJECTIVE                     | SF.1.2.C.   | Recognizes Differences or Similarities Between Self as Compared to Others   |
| EXPECTATION                   | SF.1.2.C.1. | Identifies differences or similarities between self as compared to others (e.g., children with disability, gender, hair color, etc.).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 29 Demonstrates knowledge about self  |

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| EXPECTATION                   | SF.1.2.C.2. | Identifies and negotiates when a peer is not given the same instructions or structure (e.g., “William’s mommy lets him watch Dora. Why can’t I?”).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems<br>Objective 3b.6 Suggest solutions to social problems   |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations  |
| TOPIC / INDICATOR             | SF.1.       | Social Emotional Regulation   |
| INDICATOR / PROFICIENCY LEVEL | SF.1.2.     | Initiates and maintains relations.  |
| OBJECTIVE                     | SF.1.2.D.   | Shows Ability to Resolve Conflicts  |
| EXPECTATION                   | SF.1.2.D.1. | Identifies interpersonal conflicts and begins to manage emotions more effectively using self-talk with adult support and modeling (e.g., “Take three deep breaths, and then ask Caleb for another turn”).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems<br>Objective 3b.5 Emerging to 3b.6 Suggest solutions to social problems |
| EXPECTATION                   | SF.1.2.D.2. | Seeks adult help when solving interpersonal conflicts.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems<br>Objective 3b.4 Seeks adult help to resolve social problems  |
| EXPECTATION                   | SF.1.2.D.3. | Discusses possible solutions with peers with adult assistance.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems<br>Objective 3b.5 Emerging to 3b.6 Suggest solutions to social problems  |
| EXPECTATION                   | SF.1.2.D.4. | Has an awareness of conflict resolution strategies but is not able to independently implement consistently (e.g., understands a story when a social strategy was used but can’t adapt functionally).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems<br>Objective 3b.5 Emerging to 3b.6 Suggest solutions to social problems      |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations  |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning  |

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| INDICATOR / PROFICIENCY LEVEL | SF.2.1.     | Self-regulation/inhibitory control  |
| OBJECTIVE                     | SF.2.1.A.   | Control Impulses  |
| EXPECTATION                   | SF.2.1.A.1. | <p>Avoids imitating the negative behavior of peers with minimal prompting from adults.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p>  |
| EXPECTATION                   | SF.2.1.A.2. | <p>Can more reliably control impulses during structured activities that are familiar (e.g., raising hand to talk).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p>  |
| EXPECTATION                   | SF.2.1.A.3. | <p>Can play the role of a teacher in game and monitor other children's behavior and remind them to follow the rules.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking</li> </ul> <p>Objective 11e.4 Uses creativity and imagination during play and routine tasks</p>                     |
| EXPECTATION                   | SF.2.1.A.4. | <p>Sometimes able to resist habits when they are no longer appropriate (e.g., may remember while walking to the bathroom that the paper towels have moved and change course).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p> |
| EXPECTATION                   | SF.2.1.A.5. | <p>Able to play games like Red Light, Green light that require waiting for signal to do something with adult support.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p>   |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations  |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning  |
| INDICATOR / PROFICIENCY LEVEL | SF.2.1.     | Self-regulation/inhibitory control  |
| OBJECTIVE                     | SF.2.1.B.   | Resist Temptation   |
| EXPECTATION                   | SF.2.1.B.1. | <p>Independently waits for an object without grabbing most of the time.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p>   |



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| EXPECTATION                   | SF.2.1.B.2. | <p>Able to take turns with preferred toys or classroom materials (i.e., waits for an object without grabbing with minimal prompting).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others</li> </ul> <p>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>   |
| EXPECTATION                   | SF.2.1.B.3. | <p>Can wait for a highly desired food or object, although may occasionally need reminders.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p>  |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations  |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning  |
| INDICATOR / PROFICIENCY LEVEL | SF.2.1.     | Self-regulation/inhibitory control  |
| OBJECTIVE                     | SF.2.1.C.   | Refrains from Emotional Outbursts and Unsafe Behaviors  |
| EXPECTATION                   | SF.2.1.C.1. | <p>Learns coping strategies (e.g., using words, pretend play, drawing) to establish greater control and competence in managing intense emotions (e.g., after going to the emergency room, he or she may repeatedly play out the experience with dolls and stuffed animals) and resist impulse to harm self, others or property.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p> |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations  |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning  |
| INDICATOR / PROFICIENCY LEVEL | SF.2.1.     | Self-regulation/inhibitory control  |
| OBJECTIVE                     | SF.2.1.D.   | Attentiveness— Resists Distraction to Maintain Focus on Tasks of Interest to the Child  |
| EXPECTATION                   | SF.2.1.D.1. | <p>Increases ability to ignore distractions and sustain attention on topics that are of interest to the child (e.g., can focus on a drawing even when other children are nearby; might say, “I’ll play with you later. I want to finish this”).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages</li> </ul> <p>Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>                                  |



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| EXPECTATION                   | SF.2.1.D.2. | Capable of sustaining focus on longer-term or complex projects, with support from an adult.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages<br>Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions   |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations  |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning  |
| INDICATOR / PROFICIENCY LEVEL | SF.2.1.     | Self-regulation/inhibitory control  |
| OBJECTIVE                     | SF.2.1.E.   | Attentiveness— Resists Distraction to Maintain Focus on Tasks Set By Someone Else   |
| EXPECTATION                   | SF.2.1.E.1. | Remains on task during an activity set by the teacher for short periods of time despite distractions with minimal prompting from adults (e.g., can ignore other activities nearby and hold focus on a teacher directed small group activity).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages<br>Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions |
| EXPECTATION                   | SF.2.1.E.2. | May need a reminder to return to an earlier task after an interruption.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages<br>Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions   |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations  |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning  |
| INDICATOR / PROFICIENCY LEVEL | SF.2.2.     | Working Memory  |
| OBJECTIVE                     | SF.2.2.A.   | Demonstrate the Ability to Hold and Manipulate Information  |
| EXPECTATION                   | SF.2.2.A.1. | Can remember recent events in a story and use this information to shape predictions and questions.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 12 Remembers and connects experiences a. Recognizes and recalls<br>Objective 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view   |
| EXPECTATION                   | SF.2.2.A.2. | Will frequently consider a couple of possibilities before making a choice.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning c. Solves problems<br>Objective 11c.6 Solves problems without having to try every possibility  |



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| EXPECTATION                   | SF.2.2.A.3. | <p>Can remember and follow multiple classroom rules with visual and auditory cues.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences b. Makes connections</li> </ul> <p>Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation</p>  |
| EXPECTATION                   | SF.2.2.A.4. | <p>Can remember and follow two-step directions without prompting.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language b. Follows directions</li> </ul> <p>Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences</p>  |
| EXPECTATION                   | SF.2.2.A.5. | <p>Can hold in mind the comments of peers and respond appropriately during a short class discussion.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences a. Recognizes and recalls</li> </ul> <p>Objective 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view</p> |
| EXPECTATION                   | SF.2.2.A.6. | <p>Can keep track of a few different objects for short periods of time.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences a. Recognizes and recalls</li> </ul> <p>Objective 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view</p>                              |
| EXPECTATION                   | SF.2.2.A.7. | <p>Can enjoy more complex memory games with more cards or objects.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences a. Recognizes and recalls</li> </ul> <p>Objective 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view</p>                                   |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations   |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning   |
| INDICATOR / PROFICIENCY LEVEL | SF.2.3.     | Cognitive Flexibility  |
| OBJECTIVE                     | SF.2.3.A.   | Can Flexibly Apply Rules to Games and Behavior   |

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| EXPECTATION               | SF.2.3.A.1. | <p>Can independently sustain a character in pretend play for ten minutes or longer.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play</li> </ul> <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> |
| EXPECTATION               | SF.2.3.A.2. | <p>Can switch roles in dramatic play.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play</li> </ul> <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>   |
| EXPECTATION               | SF.2.3.A.3. | <p>Can enjoy games like Simon Says that require child to follow two different rules when cued (copying, not copying).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language b. Follows directions</li> </ul> <p>Objective 8b.8 Follows detailed, instructional, multistep directions</p>   |
| EXPECTATION               | SF.2.3.A.4. | <p>Can follow different rules in different familiar contexts with minimal reminders (e.g., take off shoes at home but not at school).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences b. Makes connections</li> </ul> <p>Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation</p>  |
| EXPECTATION               | SF.2.3.A.5. | <p>Will often recognize and correct mistakes independently.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences b. Makes connections</li> </ul> <p>Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation</p>  |
| EXPECTATION               | SF.2.3.A.6. | <p>Able to change the categories used for sorting materials with help (e.g., sort by color then by shape).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 13 Uses classification skills</li> </ul> <p>Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p>  |
| STRAND / TOPIC / STANDARD | MD.SF.      | Social Foundations  |



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| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning  |
| INDICATOR / PROFICIENCY LEVEL | SF.2.3.     | Cognitive Flexibility   |
| OBJECTIVE                     | SF.2.3.B.   | Flexible Problem Solving - Seeks Multiple Solutions to a Question, Task, or Problem   |
| EXPECTATION                   | SF.2.3.B.1. | <p>Begins to employ their own solutions to problems through trial and error (e.g., tries different pegs to see which one fits).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 11 Demonstrates positive approaches to learning c. Solves problems<br/> Objective 11c.6 Solves problems without having to try every possibility</p>   |
| EXPECTATION                   | SF.2.3.B.2. | <p>Continues to become more cognitively flexible and is able to draw on varied resources to solve problems (e.g., tries to build a large structure with blocks, but the building keeps falling down. After several failed attempts, he or she tries making a larger base. May also look at how other children have made their buildings).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 11 Demonstrates positive approaches to learning c. Solves problems<br/> Objective 11c.6 Solves problems without having to try every possibility<br/> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking<br/> Objective 11e.6 Changes plans if a better idea is thought of or proposed</p> |
| EXPECTATION                   | SF.2.3.B.3. | <p>When in conflict with another child, increasingly able to suggest possible solutions.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems<br/> Objective 3b.6 Suggest solutions to social problems</p>   |
| EXPECTATION                   | SF.2.3.B.4. | <p>When faced with a problem, can be reminded to slow down and think about what to do.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 11 Demonstrates positive approaches to learning c. Solves problems<br/> Objective 11c.5 Emerging to 11c.6 Solves problems without having to try every possibility</p>  |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations  |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning  |
| INDICATOR / PROFICIENCY LEVEL | SF.2.4.     | Initiative & Curiosity  |
| OBJECTIVE                     | SF.2.4.A.   | Desire to Learn—Ask Questions and Seeks New Information   |

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| EXPECTATION                   | SF.2.4.A.1. | Asks questions about future events, as well as about the here and now (e.g., asks, "When will we go to Val's?").<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br><b>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</b>  |
| EXPECTATION                   | SF.2.4.A.2. | Poses questions to seek explanations about topics of interest with adult support and modeling.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br><b>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</b>  |
| EXPECTATION                   | SF.2.4.A.3. | Elaborates on experiments by attempting to replicate results using different materials (e.g., gathers several materials to drop in the water table, then sorts what sinks vs. what floats).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br><b>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</b> |
| EXPECTATION                   | SF.2.4.A.4. | Asks to participate in new experiences that he or she has observed or has heard of others participating in (e.g., says, "Janice goes fishing. Can I?").<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br><b>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</b>                                     |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations   |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning   |
| INDICATOR / PROFICIENCY LEVEL | SF.2.4.     | Initiative & Curiosity   |
| OBJECTIVE                     | SF.2.4.B.   | Desire to Learn—Interest in Challenges   |
| EXPECTATION                   | SF.2.4.B.1. | Asks questions about future events, as well as about the here and now (e.g., asks "When will we go to Sarah's house again?").<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 12 Remembers and connects experiences a. Recognizes and recalls<br><b>Objective 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view</b>              |

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| EXPECTATION                   | SF.2.4.B.2. | <p>Starts to show an increase in enthusiasm for learning letters, shapes, and numbers (e.g., while looking at a book with dad, points to a word that contains the letter "S" and says, "S! That's in my name! What is that word?").</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p> |
| EXPECTATION                   | SF.2.4.B.3. | <p>Seeks new and varied experiences and challenges (e.g., puts materials together in new ways to test results; joins in a peer-created game or activity, tries to dress a new doll or builds a new construction toy).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning b. Persists</li> </ul> <p>Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</p>                                   |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations   |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning   |
| INDICATOR / PROFICIENCY LEVEL | SF.2.4.     | Initiative & Curiosity   |
| OBJECTIVE                     | SF.2.4.C.   | Independence in Learning—Plans and Initiates Projects  |
| EXPECTATION                   | SF.2.4.C.1. | <p>When prompted, initiates plan of activities.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages</li> </ul> <p>Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>   |
| EXPECTATION                   | SF.2.4.C.2. | <p>Shows interest in leading activities and taking responsibility during cleanup activities.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.8 Takes responsibility for own well-being</p>  |
| EXPECTATION                   | SF.2.4.C.3. | <p>Further expands areas of decision-making (e.g., child may say, "This morning I'm going to work on my Lego building").</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.8 Takes responsibility for own well-being</p>  |

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| EXPECTATION                   | SF.2.4.C.4. | <p>Develops greater ability to set goals and follow a plan (e.g., child says, "I'm going to pick up all these branches," and then works until it is done).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations   |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning   |
| INDICATOR / PROFICIENCY LEVEL | SF.2.5.     | Demonstrates Persistence   |
| OBJECTIVE                     | SF.2.5.A.   | Persists in an Activity From Start to Finish (Complete a Task)-- Independently   |
| EXPECTATION                   | SF.2.5.A.1. | <p>Persists with a wider variety of tasks, activities, and experiences with adult prompting.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>   |
| EXPECTATION                   | SF.2.5.A.2. | <p>Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</li> </ul>   |
| EXPECTATION                   | SF.2.5.A.3. | <p>Will often persist in working to complete all aspects of a planned task (e.g., when building a zoo in the block area, will keep working until every animal has a cage).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</li> </ul>                                 |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations   |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning   |
| INDICATOR / PROFICIENCY LEVEL | SF.2.5.     | Demonstrates Persistence   |
| OBJECTIVE                     | SF.2.5.B.   | Persists in the Face of Failure  |
| EXPECTATION                   | SF.2.5.B.1. | <p>Continues to attempt to build a tower even after three or more unsuccessful attempts with adult support and encouragement.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</li> </ul>  |



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| EXPECTATION                   | SF.2.5.B.2. | Experiences difficulty with drawing, cutting, and writing, but persists with adult support and encouragement until task is complete.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning b. Persists<br>Objective 11b.5 Emerging to 11b.6 Plans and pursues a variety of appropriately challenging tasks   |
| EXPECTATION                   | SF.2.5.B.3. | Will often notice that a problem can be resolved by a change in approach (e.g., trying to fit a puzzle piece a few times and then rotating to find a better fit).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking<br>Objective 11e.6 Changes plans if a better idea is thought of or proposed         |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations   |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning   |
| INDICATOR / PROFICIENCY LEVEL | SF.2.6.     | Demonstrates Cooperation   |
| OBJECTIVE                     | SF.2.6.A.   | Positively Participates in Cooperative Play  |
| EXPECTATION                   | SF.2.6.A.1. | Responds more appropriately and sympathetically to peers who are in need, upset, hurt, or angry (e.g., says, "Don't cry, Willy. My daddy can fix that bike. He knows how").<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues<br>Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately |
| EXPECTATION                   | SF.2.6.A.2. | [No standard at this level.]<br><br>No Correlations  |
| EXPECTATION                   | SF.2.6.A.3. | Shows further progress in developing friendships with peers, even if a bond is formed with just one other child.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 2 Establishes and sustains positive relationships d. Makes friends<br>Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while  |

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| EXPECTATION                   | SF.2.6.A.4. | <p>Begins to try to please other children (e.g., says, "You can come to my birthday party, ok?").</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships d. Makes friends</li> </ul> <p>Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while</p>  |
| EXPECTATION                   | SF.2.6.A.5. | <p>Suggests solutions to problems with other children, while continuing to seek adults' help (e.g., says, "Hey, Benjamin! We can BOTH be firemen!").</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems</li> </ul> <p>Objective 3b.6 Suggest solutions to social problems</p>   |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations   |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning   |
| INDICATOR / PROFICIENCY LEVEL | SF.2.7.     | Understanding & complying with classroom rules, routines, & expectations   |
| OBJECTIVE                     | SF.2.7.A.   | Follows Routines, Rules, and Directions  |
| EXPECTATION                   | SF.2.7.A.1. | <p>Helps to create classroom rules.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 30 Shows basic understanding of people and how they live</li> </ul>  |
| EXPECTATION                   | SF.2.7.A.2. | <p>Responds to teacher directions or signals consistently.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations</li> </ul> <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>   |
| EXPECTATION                   | SF.2.7.A.3. | <p>Takes initiative with assigned or chosen tasks relating to classroom routines.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations</li> </ul> <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>  |
| EXPECTATION                   | SF.2.7.A.4. | <p>Behaves appropriately within the context of the classroom routines with adult modeling and support (i.e. listens when someone else is talking or raises hand to share).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations</li> </ul> <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p> |

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| EXPECTATION                   | SF.2.7.A.5. | Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations<br>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders                                  |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations   |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning   |
| INDICATOR / PROFICIENCY LEVEL | SF.2.7.     | Understanding & complying with classroom rules, routines, & expectations   |
| OBJECTIVE                     | SF.2.7.B.   | Demonstrates the Ability to Postpone Activity and Start Another  |
| EXPECTATION                   | SF.2.7.B.1. | Takes and gives cues to other children during transition and models their appropriate behavior with adult support.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations<br>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders                              |
| EXPECTATION                   | SF.2.7.B.2. | Occasionally demonstrates the ability to stop an engaging activity to help clean up with and requiring less support and guidance from an adult.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations<br>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations   |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning   |
| INDICATOR / PROFICIENCY LEVEL | SF.2.7.     | Understanding & complying with classroom rules, routines, & expectations   |
| OBJECTIVE                     | SF.2.7.C.   | Demonstrates the Ability to Adopt to New Environments with Appropriate Behaviors with Adult Support  |
| EXPECTATION                   | SF.2.7.C.1. | Manages separation anxiety from home to school by kissing caregiver goodbye or waving from the window every day.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults<br>Objective 2a.6 Manages separations without distress and engages with trusted adults                             |

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| EXPECTATION                   | SF.2.7.C.2. | Frequently demonstrates comfort with the transition from home to the classroom environment (e.g., easily calms down when parents leave).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults<br><b>Objective 2a.6 Manages separations without distress and engages with trusted adults</b>                    |
| EXPECTATION                   | SF.2.7.C.3. | Engages in out of the classroom activities (i.e., recess) and successfully reenters classroom without disruption.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations<br><b>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</b>  |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations   |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning   |
| INDICATOR / PROFICIENCY LEVEL | SF.2.7.     | Understanding & complying with classroom rules, routines, & expectations   |
| OBJECTIVE                     | SF.2.7.D.   | Demonstrates Appropriate Use of Materials or Belongings and Those of Others  |
| EXPECTATION                   | SF.2.7.D.1. | Helps with clean up after activities with prompting.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations<br><b>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</b>   |
| EXPECTATION                   | SF.2.7.D.2. | Begins to demonstrate appropriate use of classroom materials with modeling (e.g., using glue in an art project appropriately or turning book pages with care).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations<br><b>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</b> |
| EXPECTATION                   | SF.2.7.D.3. | Recognizes and is responsible for returning items to appropriate location with prompting.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations<br><b>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</b>  |

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| EXPECTATION                   | SF.2.7.D.4. | <p>Begins identifying when things are not put away in designated areas.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations<br/> Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>  |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations  |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning  |
| INDICATOR / PROFICIENCY LEVEL | SF.2.8.     | Demonstrates cognitive flexibility—Understands symbolic representation  |
| OBJECTIVE                     | SF.2.8.A.   | Represents People, Places, or Things Through Drawings, Movement, and Three Dimension Objects  |
| EXPECTATION                   | SF.2.8.A.1. | <p>Begins to create art that is more realistic and includes some details of objects, animals or people. Such details are typically remembered features that have made an impression, but do not include all that is seen or known (e.g., draws a picture of a car with four wheels but no windows).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically<br/> Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> |
| EXPECTATION                   | SF.2.8.A.2. | <p>Uses art to reflect thoughts and feelings (e.g., transforms a list of favorite foods that his teacher had recorded on paper into a mobile from which illustrations of these foods are hung).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically<br/> Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>   |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations  |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning  |
| INDICATOR / PROFICIENCY LEVEL | SF.2.8.     | Demonstrates cognitive flexibility—Understands symbolic representation  |
| OBJECTIVE                     | SF.2.8.B.   | Engages in Pretend Play and Acts Out Roles  |

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| EXPECTATION                   | SF.2.8.B.1. | <p>Communicates thoughts and feelings through role play though may still need adult support (e.g., play acts being a kitten seeking affection and hugs).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play<br/> Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p>  |
| EXPECTATION                   | SF.2.8.B.2. | <p>Uses objects as symbolic props (e.g., places a shell on top of a dollhouse and declares it to be a satellite dish).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play<br/> Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p>  |
| EXPECTATION                   | SF.2.8.B.3. | <p>Becomes more animated in play (e.g., using different voices for the baby, dog, etc.)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play<br/> Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p>   |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations  |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning  |
| INDICATOR / PROFICIENCY LEVEL | SF.2.8.     | Demonstrates cognitive flexibility—Understands symbolic representation  |
| OBJECTIVE                     | SF.2.8.C.   | Recognizes Cause and Effect   |
| EXPECTATION                   | SF.2.8.C.1. | <p>Increased ability to understand explanations when concrete objects and actions support the verbal explanation, and phenomena are directly observable (e.g., "When we mix colors, we get a new color. See what color you get when you mix yellow with blue").</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br/> Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p> |
| EXPECTATION                   | SF.2.8.C.2. | <p>Begins to understand explanations of events that have not been experienced directly, as long as the child has had similar experience.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br/> Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>  |



## Maryland Early Learning Standards

Ages birth to 12 months, adopted 2015

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| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RL.     | Reading Literature   |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.1.   | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  |
| OBJECTIVE                     | LL.RL.1.1. | <p>Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., repeat repetitive phrases from a story).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.1 Emerging to 18a.2 Contributes particular language from the book at the appropriate time</p>           |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RL.     | Reading Literature   |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.2.   | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |
| OBJECTIVE                     | LL.RL.2.1. | <p>Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., answer simple questions about details in a story).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p>Objective 18a.1 Emerging to 18a.2 Contributes particular language from the book at the appropriate time</p> |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RL.     | Reading Literature   |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.3.   | Analyze how and why individuals, events, and ideas develop and interact over the course of text.   |
| OBJECTIVE                     | LL.RL.3.1. | <p>Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., begin to identify simple pictures or familiar people).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically</li> </ul> <p>Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs</p>  |





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| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RL.     | Reading Literature   |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.4.   | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  |
| OBJECTIVE                     | LL.RL.4.1. | <p>Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., learn some simple words and phrases from books).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</li> </ul> <p><b>Objective 9a.4 Names familiar, people, animals, and objects</b></p>          |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RL.     | Reading Literature   |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.5.   | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.   |
| OBJECTIVE                     | LL.RL.5.1. | <p>Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., learn some simple words and phrases from familiar books).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</li> </ul> <p><b>Objective 9a.4 Names familiar, people, animals, and objects</b></p> |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RL.     | Reading Literature   |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.6.   | Assess how point of view or purpose shapes the content and style of a text.  |
| OBJECTIVE                     | LL.RL.6.1. | <p>Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., learn some simple words and phrases from familiar books).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</li> </ul> <p><b>Objective 9a.4 Names familiar, people, animals, and objects</b></p> |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RL.     | Reading Literature   |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.7.   | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |



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| OBJECTIVE                     | LL.RL.7.1. | Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., begin to identify simple pictures or familiar people).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br><b>Objective 9a.4 Names familiar, people, animals, and objects</b> |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RL.     | Reading Literature  |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.8.   | Read and comprehend complex literary and informational texts independently and proficiently.  |
| OBJECTIVE                     | LL.RL.8.1. | Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., answer simple questions about details in a story).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br><b>Objective 9a.4 Names familiar, people, animals, and objects</b>     |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RI.     | Reading Informational Text  |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.1.   | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.   |
| OBJECTIVE                     | LL.RI.1.1. | Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., point to and name several pictures in a book).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br><b>Objective 9a.4 Names familiar, people, animals, and objects</b>         |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RI.     | Reading Informational Text  |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.2.   | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| OBJECTIVE                     | LL.RI.2.1. | Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., answer simple questions about details in a book).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br><b>Objective 9a.4 Names familiar, people, animals, and objects</b>      |



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| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RI.     | Reading Informational Text   |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.3.   | Analyze how and why individuals, events, and ideas develop and interact over the course of text. Story/Text Comprehension:   |
| OBJECTIVE                     | LL.RI.3.1. | Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., begin to identify simple pictures or familiar people).<br><u>GOLD® Objectives for Development and Learning</u><br>• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically<br>Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RI.     | Reading Informational Text   |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.4.   | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  |
| OBJECTIVE                     | LL.RI.4.1. | Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., learn some simple words and phrases from books).<br><br><u>GOLD® Objectives for Development and Learning</u><br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective 9a.4 Names familiar, people, animals, and objects                      |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RI.     | Reading Informational Text   |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.5.   | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.   |
| OBJECTIVE                     | LL.RI.5.1. | Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., learn some simple words and phrases from familiar books).<br><br><u>GOLD® Objectives for Development and Learning</u><br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective 9a.4 Names familiar, people, animals, and objects             |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RI.     | Reading Informational Text   |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.6.   | Assess how point of view or purpose shapes the content and style of a text.  |

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| OBJECTIVE                     | LL.RI.6.1. | Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., learn some simple words and phrases from familiar books).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br><b>Objective 9a.4 Names familiar, people, animals, and objects</b> |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RI.     | Reading Informational Text   |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.7.   | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |
| OBJECTIVE                     | LL.RI.7.1. | Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., begin to identify simple pictures or familiar people).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br><b>Objective 9a.4 Names familiar, people, animals, and objects</b>    |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RI.     | Reading Informational Text   |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.8.   | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.   |
| OBJECTIVE                     | LL.RI.8.1. | Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., answer simple questions about details in a book).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br><b>Objective 9a.4 Names familiar, people, animals, and objects</b>         |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RI.     | Reading Informational Text   |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.9.   | Read and comprehend complex literary and informational texts independently and proficiently.   |
| OBJECTIVE                     | LL.RI.9.1. | Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., answer simple questions about details in a book).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br><b>Objective 9a.4 Names familiar, people, animals, and objects</b>         |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |



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| TOPIC / INDICATOR             | LL.RF.     | Reading Foundational Skills   |
| INDICATOR / PROFICIENCY LEVEL | LL.RF.1.   | Demonstrate understanding of the organization and basic features of print.  |
| OBJECTIVE                     | LL.RF.1.1. | Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information<br>Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message  |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RF.     | Reading Foundational Skills   |
| INDICATOR / PROFICIENCY LEVEL | LL.RF.2.   | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  |
| OBJECTIVE                     | LL.RF.2.1. | Recognize and react to the sounds of language (e.g., point or make sounds when looking at books; enjoy, and occasionally join in simple songs).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective 9a.2 Vocalizes and gestures to communicate  |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RF.     | Reading Foundational Skills   |
| INDICATOR / PROFICIENCY LEVEL | LL.RF.3.   | Know and apply grade- level phonics and word analysis skills in decoding words.   |
| OBJECTIVE                     | LL.RF.3.1. | Recognize and react to the sounds of language (e.g., point or make sounds when looking at books, move rhythmically to familiar songs).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective 9a.2 Vocalizes and gestures to communicate   |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RF.     | Reading Foundational Skills   |
| INDICATOR / PROFICIENCY LEVEL | LL.RF.4.   | Engage with a variety of texts with purpose and understanding. Read with sufficient accuracy and fluency to support comprehension.  |
| OBJECTIVE                     | LL.RF.4.1. | Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself (e.g., listen quietly to the story, and ask for it to be read again; learn some simple words and phrases from rhymes that are heard repeatedly).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective 9a.2 Vocalizes and gestures to communicate |



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| STRAND / TOPIC / STANDARD     | MD.LL.    | Language & Literacy  |
| TOPIC / INDICATOR             | LL.W.     | Writing  |
| INDICATOR / PROFICIENCY LEVEL | LL.W.1.   | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   |
| OBJECTIVE                     | LL.W.1.1. | Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information<br>Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message |
| STRAND / TOPIC / STANDARD     | MD.LL.    | Language & Literacy  |
| TOPIC / INDICATOR             | LL.W.     | Writing  |
| INDICATOR / PROFICIENCY LEVEL | LL.W.2.   | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.   |
| OBJECTIVE                     | LL.W.2.1. | Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information<br>Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message |
| STRAND / TOPIC / STANDARD     | MD.LL.    | Language & Literacy  |
| TOPIC / INDICATOR             | LL.W.     | Writing  |
| INDICATOR / PROFICIENCY LEVEL | LL.W.3.   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |
| OBJECTIVE                     | LL.W.3.1. | Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information<br>Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message |
| STRAND / TOPIC / STANDARD     | MD.LL.    | Language & Literacy  |
| TOPIC / INDICATOR             | LL.W.     | Writing  |
| INDICATOR / PROFICIENCY LEVEL | LL.W.4.   | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |

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| OBJECTIVE                     | LL.W.4.1.  | Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information<br><b>Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message</b>                                    |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.SL.     | Speaking & Listening   |
| INDICATOR / PROFICIENCY LEVEL | LL.SL.1.   | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.   |
| OBJECTIVE                     | LL.SL.1.1. | Communicate using consistent sounds, words, and gestures (e.g., use single words such as “no” and “bye” appropriately, shake head yes when asked, “Are you ready to go outside?”).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br><b>Objective 9a.2 Vocalizes and gestures to communicate</b> |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.SL.     | Speaking & Listening   |
| INDICATOR / PROFICIENCY LEVEL | LL.SL.2.   | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| OBJECTIVE                     | LL.SL.2.1. | Show more interest in speech (e.g., respond to one step direction such as “Come to mommy,” point to the cat in a book when you say, “Where is the cat?”).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br><b>Objective 8a.2 Shows an interest in the speech of others</b>                            |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.SL.     | Speaking & Listening   |
| INDICATOR / PROFICIENCY LEVEL | LL.SL.3.   | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.   |
| OBJECTIVE                     | LL.SL.3.1. | Communicate using consistent sounds, words, and gestures (e.g., try to mimic words when prompted, begin to put two words together in a phrase).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br><b>Objective 9a.2 Vocalizes and gestures to communicate</b>                                    |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |



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| TOPIC / INDICATOR             | LL.SL.     | Speaking & Listening   |
| INDICATOR / PROFICIENCY LEVEL | LL.SL.4.   | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.   |
| OBJECTIVE                     | LL.SL.4.1. | <p>Communicate using consistent sounds, words, and gestures (e.g., start to put words together in phrases such as “ma-ma bye bye”).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br/> Objective 9a.2 Vocalizes and gestures to communicate</p>   |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.SL.     | Speaking & Listening   |
| INDICATOR / PROFICIENCY LEVEL | LL.SL.5.   | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.   |
| OBJECTIVE                     | LL.SL.5.1. | <p>Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself (e.g., begin to participate in songs and rhymes by smiling, clapping, or making noise.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br/> Objective 9a.2 Vocalizes and gestures to communicate</p> |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.SL.     | Speaking & Listening   |
| INDICATOR / PROFICIENCY LEVEL | LL.SL.6.   | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  |
| OBJECTIVE                     | LL.SL.6.1. | <p>Communicate using consistent sounds, words, and gestures (e.g., get upset when adults don’t understand what he says, begin to put two words together into a phrase).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br/> Objective 9a.2 Vocalizes and gestures to communicate</p>                     |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.L.      | Language   |
| INDICATOR / PROFICIENCY LEVEL | LL.L.1.    | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.   |



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| OBJECTIVE                     | LL.L.1.1. | <p>Start to understand and use common rules of speech (e.g., use simple gestures such as shaking head for “no” or waving “bye bye”).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar<br/> <b>Objective 9c.1 Emerging to 9c.2 Uses one- or two-word sentences or phrases</b></p>   |
| STRAND / TOPIC / STANDARD     | MD.LL.    | Language & Literacy  |
| TOPIC / INDICATOR             | LL.L.     | Language   |
| INDICATOR / PROFICIENCY LEVEL | LL.L.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| OBJECTIVE                     | LL.L.2.1. | <p>Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information<br/> <b>Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message</b></p>   |
| STRAND / TOPIC / STANDARD     | MD.LL.    | Language & Literacy  |
| TOPIC / INDICATOR             | LL.L.     | Language   |
| INDICATOR / PROFICIENCY LEVEL | LL.L.3.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.  |
| OBJECTIVE                     | LL.L.3.1. | <p>Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself (e.g., learn new words and phrases from those frequently used by the adults and children around him).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br/> <b>Objective 9a.2 Vocalizes and gestures to communicate</b></p> |
| STRAND / TOPIC / STANDARD     | MD.LL.    | Language & Literacy  |
| TOPIC / INDICATOR             | LL.L.     | Language   |
| INDICATOR / PROFICIENCY LEVEL | LL.L.4.   | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  |

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| OBJECTIVE                     | LL.L.4.1. | Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself (e.g., learn new words and phrases from those frequently used by the adults and children around him).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br><b>Objective 9a.2 Vocalizes and gestures to communicate</b> |
| STRAND / TOPIC / STANDARD     | MD.M.     | Mathematics   |
| TOPIC / INDICATOR             | M.G.      | Geometry  |
| INDICATOR / PROFICIENCY LEVEL | M.G.1.    | Identify and describe shapes/reason with shapes and their attributes.   |
| OBJECTIVE                     | M.G.1.1.  | Use objects and toys more purposefully, exploring cause and effect relationships (e.g., put round shapes into the round holes more accurately).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes<br><b>Objective 21b.1 Emerging to 21b.2 Matches two identical shapes</b>   |
| STRAND / TOPIC / STANDARD     | MD.SS.    | Social Studies  |
| TOPIC / INDICATOR             | SS.1.     | Political Science   |
| INDICATOR / PROFICIENCY LEVEL | SS.1.1.   | Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.   |
| OBJECTIVE                     | SS.1.1.1. | Gain in self-control and regulation (e.g., stop hitting another child when you say the child's name, allow another child to use a favored toy).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations<br><b>Objective 1b.2 Responds to changes in an adult's tone of voice and expression</b>   |
| OBJECTIVE                     | SS.1.1.2. | Rely on trusted adults to feel safe trying new activities (e.g., look to you for reassurance, for example, a word, a smile or a gesture).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults<br><b>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</b>                                     |
| STRAND / TOPIC / STANDARD     | MD.SS.    | Social Studies  |
| TOPIC / INDICATOR             | SS.2.     | Peoples of the Nation and the World   |
| INDICATOR / PROFICIENCY LEVEL | SS.2.1.   | Students will understand how people in Maryland, the United States and around the world are alike and different.  |

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| OBJECTIVE                     | SS.2.1.1. | <p>Begin to be aware of the feelings of other children (e.g., think that other children would like the same games or food as he does, look sad or worried when another child is in distress and seek comfort from either a caregiver or cuddly toy).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues</li> </ul> <p><b>Objective 2b.2 Reacts to others' emotional expressions</b></p>    |
| OBJECTIVE                     | SS.2.1.2. | <p>Interact with other children (e.g., choose to play in the same area as another child, offer a toy to another child, but show distress when he takes it).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships c. Interacts with peers</li> </ul> <p><b>Objective 2c.2 Plays near other children; uses similar materials or actions</b></p>  |
| STRAND / TOPIC / STANDARD     | MD.S.     | Science   |
| TOPIC / INDICATOR             | S.1.      | Skills & Processes  |
| INDICATOR / PROFICIENCY LEVEL | S.1.1.    | Students will demonstrate the thinking and acting inherent in the practice of science.  |
| OBJECTIVE                     | S.1.1.1.  | <p>Use his senses to investigate the world around him, including solving problems (e.g., dump and fill objects, stack and knock down big blocks, push and pull a wagon, watching the wheels turn when trying different tactics to move it).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p><b>Objective 11d.2 Uses senses to explore the immediate environment</b></p> |
| OBJECTIVE                     | S.1.1.2.  | <p>Use objects and toys more purposefully, exploring cause and effect relationships (e.g., roll a ball back and forth with an adult).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning b. Persists</li> </ul> <p><b>Objective 11b.2 Repeats actions to obtain similar results</b></p>  |
| OBJECTIVE                     | S.1.1.3.  | <p>Look at the correct picture or object when it is named (e.g., identify objects, body parts, and people).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically</li> </ul> <p><b>Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs</b></p>  |

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| OBJECTIVE                     | S.1.1.4.  | Use object and toys more purposefully.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning b. Persists<br>Objective 11b.2 Repeats actions to obtain similar results   |
| STRAND / TOPIC / STANDARD     | MD.H.     | Health  |
| TOPIC / INDICATOR             | H.1.      | Safety & Injury Prevention  |
| INDICATOR / PROFICIENCY LEVEL | H.1.1.    | Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.  |
| OBJECTIVE                     | H.1.1.1.  | Rely on trusted adults to feel safe trying new activities (e.g., show with words and gestures that he wants a trusted adult to be near him).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults<br>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world |
| STRAND / TOPIC / STANDARD     | MD.PE.    | Physical Education  |
| TOPIC / INDICATOR             | PE.1.     | Skillfulness  |
| INDICATOR / PROFICIENCY LEVEL | PE.1.1.   | Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.  |
| OBJECTIVE                     | PE.1.1.1. | Move constantly, showing increasing large muscle control (e.g., walk more than he crawls and pull a toy behind him as he walks, or push a toy in front of him).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 4 Demonstrates traveling skills<br>Objective 4.2 Moves to explore immediate environment   |
| STRAND / TOPIC / STANDARD     | MD.PE.    | Physical Education  |
| TOPIC / INDICATOR             | PE.2.     | Biomechanical Principles  |
| INDICATOR / PROFICIENCY LEVEL | PE.2.1.   | Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.  |
| OBJECTIVE                     | PE.2.1.1. | Perform more complex movements with his arms and legs (e.g., walk more than he crawls and pull a toy behind him as he walks or push a toy in front of him).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 4 Demonstrates traveling skills<br>Objective 4.2 Moves to explore immediate environment   |
| STRAND / TOPIC / STANDARD     | MD.FA.    | Fine Arts   |
| TOPIC / INDICATOR             | FA.1.     | Dance: Perceiving, Performing, and Responding   |

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| INDICATOR / PROFICIENCY LEVEL | FA.1.1.   | Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to dance.   |
| OBJECTIVE                     | FA.1.1.1. | Recognize and react to the sounds of language (e.g., move rhythmically to familiar songs).<br><br>No Correlations  |
| STRAND / TOPIC / STANDARD     | MD.FA.    | Fine Arts  |
| TOPIC / INDICATOR             | FA.2.     | Music: Perceiving, Performing, and Responding  |
| INDICATOR / PROFICIENCY LEVEL | FA.2.1.   | Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.   |
| OBJECTIVE                     | FA.2.1.1. | Recognize and react to the sounds of language (e.g., move rhythmically to familiar songs).<br><br><u>GOLD® Objectives for Development and Learning</u><br>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>Objective 8a.2 Shows an interest in the speech of others   |
| STRAND / TOPIC / STANDARD     | MD.FA.    | Fine Arts  |
| TOPIC / INDICATOR             | FA.3.     | Theatre: Perceiving and Responding   |
| INDICATOR / PROFICIENCY LEVEL | FA.3.1.   | Aesthetic Education: Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.  |
| OBJECTIVE                     | FA.3.1.1. | Show an increasing ability to remember and participate in imitative play (e.g., imitate the actions of an adult such as turning a steering wheel in a play car).<br><br><u>GOLD® Objectives for Development and Learning</u><br>• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play<br>Objective 14b.2 Imitates actions of others during play; uses real objects as props |
| STRAND / TOPIC / STANDARD     | MD.FA.    | Fine Arts  |
| TOPIC / INDICATOR             | FA.4.     | Theatre: Creative Expression and Production  |
| INDICATOR / PROFICIENCY LEVEL | FA.4.1.   | Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.   |
| OBJECTIVE                     | FA.4.1.1. | Show an increasing ability to remember and participate in imitative play (e.g., imitate the actions of an adult such as turning a steering wheel in a play car).<br><br><u>GOLD® Objectives for Development and Learning</u><br>• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play<br>Objective 14b.2 Imitates actions of others during play; uses real objects as props |

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| STRAND / TOPIC / STANDARD     | MD.FA.    | Fine Arts   |
| TOPIC / INDICATOR             | FA.5.     | Visual Arts: Perceiving and Responding  |
| INDICATOR / PROFICIENCY LEVEL | FA.5.1.   | Aesthetic Education: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.   |
| OBJECTIVE                     | FA.5.1.1. | <p>Use his senses to investigate the world around him, including solving problems (e.g., push, poke, squeeze, pat and sniff the play dough as he explores how it feels and smells).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning c. Solves problems</li> <li>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</li> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> <li>Objective 11d.2 Uses senses to explore the immediate environment</li> </ul> |
| STRAND / TOPIC / STANDARD     | MD.SF.    | Social Foundations  |
| TOPIC / INDICATOR             | SF.1.     | Social Emotional Regulation   |
| INDICATOR / PROFICIENCY LEVEL | SF.1.1.   | Demonstrates healthy self-confidence.   |
| OBJECTIVE                     | SF.1.1.1. | <p>Gain in self-control/regulation.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors a. Manages feelings</li> <li>Objective 1a.2 Uses adult support to calm self</li> </ul>   |
| STRAND / TOPIC / STANDARD     | MD.SF.    | Social Foundations  |
| TOPIC / INDICATOR             | SF.1.     | Social Emotional Regulation   |
| INDICATOR / PROFICIENCY LEVEL | SF.1.2.   | Initiates and maintains relations.  |
| OBJECTIVE                     | SF.1.2.1. | <p>Begin to express a variety of feelings.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems</li> <li>Objective 3b.2 Expresses feelings during a conflict</li> </ul>  |
| OBJECTIVE                     | SF.1.2.2. | <p>Interact with other children.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships c. Interacts with peers</li> <li>Objective 2c.2 Plays near other children; uses similar materials or actions</li> </ul>  |
| STRAND / TOPIC / STANDARD     | MD.SF.    | Social Foundations  |
| TOPIC / INDICATOR             | SF.2.     | Approaches to Learning & Executive Functioning  |
| INDICATOR / PROFICIENCY LEVEL | SF.2.1.   | Self-regulation/inhibitory control  |

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| OBJECTIVE                     | SF.2.1.1. | Gain in self-control/regulation.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors a. Manages feelings<br>Objective 1a.2 Uses adult support to calm self  |
| STRAND / TOPIC / STANDARD     | MD.SF.    | Social Foundations   |
| TOPIC / INDICATOR             | SF.2.     | Approaches to Learning & Executive Functioning   |
| INDICATOR / PROFICIENCY LEVEL | SF.2.2.   | Working Memory   |
| OBJECTIVE                     | SF.2.2.1. | Use objects and toys more purposefully.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning b. Persists<br>Objective 11b.2 Repeats actions to obtain similar results                             |
| STRAND / TOPIC / STANDARD     | MD.SF.    | Social Foundations   |
| TOPIC / INDICATOR             | SF.2.     | Approaches to Learning & Executive Functioning   |
| INDICATOR / PROFICIENCY LEVEL | SF.2.3.   | Cognitive Flexibility  |
| OBJECTIVE                     | SF.2.3.1. | Interact with other children.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 2 Establishes and sustains positive relationships c. Interacts with peers<br>Objective 2c.2 Plays near other children; uses similar materials or actions       |
| OBJECTIVE                     | SF.2.3.2. | Begin to express a variety of feelings.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems<br>Objective 3b.2 Expresses feelings during a conflict |
| STRAND / TOPIC / STANDARD     | MD.SF.    | Social Foundations   |
| TOPIC / INDICATOR             | SF.2.     | Approaches to Learning & Executive Functioning   |
| INDICATOR / PROFICIENCY LEVEL | SF.2.4.   | Understanding & complying with classroom rules, routines, & expectations.  |
| OBJECTIVE                     | SF.2.4.1. | Gain in self-control/regulation.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors a. Manages feelings<br>Objective 1a.2 Uses adult support to calm self  |



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| OBJECTIVE                     | SF.2.4.2. | Rely on trusted adults to feel safe trying new activities.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults<br>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world |
| STRAND / TOPIC / STANDARD     | MD.SF.    | Social Foundations  |
| TOPIC / INDICATOR             | SF.2.     | Approaches to Learning & Executive Functioning  |
| INDICATOR / PROFICIENCY LEVEL | SF.2.5.   | Demonstrates cognitive flexibility—Understands symbolic representation  |
| OBJECTIVE                     | SF.2.5.1. | Explore drawing, painting and writing as a way of communicating.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information<br>Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message      |

## Maryland Early Learning Standards

Ages 13 to 24 months, adopted 2015

|                               |            |   |
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| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RL.     | Reading Literature  |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.1.   | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.   |
| OBJECTIVE                     | LL.RL.1.1. | Show comprehension by demonstrating understanding of text during and after reading (e.g., answer simple questions about a story).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br>Objective 18a.4 Asks and answers questions about the text; refers to pictures |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RL.     | Reading Literature  |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.2.   | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |

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| OBJECTIVE                     | LL.RL.2.1. | <p>Show comprehension by demonstrating understanding of text during and after reading (e.g., ask and/or answer questions about a story while it is being read).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p><b>Objective 18a.4 Asks and answers questions about the text; refers to pictures</b></p> |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RL.     | Reading Literature  |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.3.   | Analyze how and why individuals, events, and ideas develop and interact over the course of text.  |
| OBJECTIVE                     | LL.RL.3.1. | <p>Demonstrate vocabulary and comprehension by listening with interest and displaying understanding (e.g., perform an action shown in a book).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</li> </ul> <p><b>Objective 9a.4 Names familiar, people, animals, and objects</b></p>  |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RL.     | Reading Literature  |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.4.   | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.   |
| OBJECTIVE                     | LL.RL.4.1. | <p>Develop vocabulary, language usage and some conventions of speech (e.g., name an increasing number of objects in a book, and describe actions).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar</li> </ul> <p><b>Objective 9c.2 Uses one- or two-word sentences or phrases</b></p>  |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RL.     | Reading Literature  |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.5.   | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  |

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| OBJECTIVE                     | LL.RL.5.1. | Show comprehension by demonstrating understanding of text during and after reading (e.g., listen to fiction and non-fiction materials).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br><b>Objective 18a.2 Contributes particular language from the book at the appropriate time</b>             |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RL.     | Reading Literature   |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.6.   | Assess how point of view or purpose shapes the content and style of a text.  |
| OBJECTIVE                     | LL.RL.6.1. | Show comprehension by demonstrating understanding of text during and after reading (e.g., listen to fiction and non-fiction materials).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br><b>Objective 18a.2 Contributes particular language from the book at the appropriate time</b>             |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RL.     | Reading Literature   |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.7.   | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |
| OBJECTIVE                     | LL.RL.7.1. | Recognize that symbols have corresponding meaning (e.g., find favorite cereal by the picture on a box).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts<br><b>Objective 17a.2 Shows interest in books</b>  |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RL.     | Reading Literature   |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.8.   | Read and comprehend complex literary and informational texts independently and proficiently.   |
| OBJECTIVE                     | LL.RL.8.1. | Show comprehension by demonstrating understanding of text during and after reading (e.g., ask and/or answer questions about a story while you are reading).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br><b>Objective 18a.4 Asks and answers questions about the text; refers to pictures</b> |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |



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| TOPIC / INDICATOR             | LL.RI.     | Reading Informational Text   |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.1.   | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  |
| OBJECTIVE                     | LL.RI.1.1. | <p>Show comprehension by demonstrating understanding of text during and after reading (e.g., answer simple questions about a book).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br/> Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>                            |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RI.     | Reading Informational Text   |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.2.   | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |
| OBJECTIVE                     | LL.RI.2.1. | <p>Show comprehension by demonstrating understanding of text during and after reading (e.g., ask and/or answer questions about a book while it is being read).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br/> Objective 18a.4 Asks and answers questions about the text; refers to pictures</p> |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RI.     | Reading Informational Text   |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.3.   | Analyze how and why individuals, events, and ideas develop and interact over the course of text. Story/Text Comprehension:   |
| OBJECTIVE                     | LL.RI.3.1. | <p>Demonstrate vocabulary and comprehension by listening with interest and displaying understanding (e.g., perform an action shown in a book).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br/> Objective 18a.2 Contributes particular language from the book at the appropriate time</p>         |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RI.     | Reading Informational Text   |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.4.   | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  |

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| OBJECTIVE                     | LL.RI.4.1. | Develop vocabulary, language usage and some conventions of speech (e.g., name an increasing number of objects in a book, and describe actions).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar<br><b>Objective 9c.2 Uses one- or two-word sentences or phrases</b>   |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RI.     | Reading Informational Text   |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.5.   | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.   |
| OBJECTIVE                     | LL.RI.5.1. | Show comprehension by demonstrating understanding of text during and after reading (e.g., listen to fiction and non-fiction materials).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br><b>Objective 18a.2 Contributes particular language from the book at the appropriate time</b> |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RI.     | Reading Informational Text   |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.6.   | Assess how point of view or purpose shapes the content and style of a text.  |
| OBJECTIVE                     | LL.RI.6.1. | Show comprehension by demonstrating understanding of text during and after reading (e.g., listen to fiction and non-fiction materials).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br><b>Objective 18a.2 Contributes particular language from the book at the appropriate time</b> |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RI.     | Reading Informational Text   |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.7.   | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |
| OBJECTIVE                     | LL.RI.7.1. | Recognize that symbols have corresponding meaning (e.g., find favorite cereal by the picture on a box).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts<br><b>Objective 17a.2 Shows interest in books</b>  |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |



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| TOPIC / INDICATOR             | LL.RI.     | Reading Informational Text   |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.8.   | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.   |
| OBJECTIVE                     | LL.RI.8.1. | <p>Show comprehension by demonstrating understanding of text during and after reading (e.g., ask and/or answer questions about a book while it is being read).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br/> Objective 18a.4 Asks and answers questions about the text; refers to pictures</p> |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RI.     | Reading Informational Text   |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.9.   | Read and comprehend complex literary and informational texts independently and proficiently.   |
| OBJECTIVE                     | LL.RI.9.1. | <p>Show comprehension by demonstrating understanding of text during and after reading (e.g., ask and/or answer questions about a book while you are reading).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br/> Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>  |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RF.     | Reading Foundational Skills  |
| INDICATOR / PROFICIENCY LEVEL | LL.RF.1.   | Demonstrate understanding of the organization and basic features of print.   |
| OBJECTIVE                     | LL.RF.1.1. | <p>Recognize that symbols have corresponding meaning (e.g., put toys away in correctly labeled bins or shelves).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts<br/> Objective 17b.2 Shows understanding that text is meaningful and can be read</p>   |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RF.     | Reading Foundational Skills  |
| INDICATOR / PROFICIENCY LEVEL | LL.RF.2.   | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   |

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| OBJECTIVE                     | LL.RF.2.1. | <p>Become aware of the sounds of spoken language (e.g., sing simple and familiar songs with a group or individually, identify environmental sounds such as a doorbell, fire engine, or water running).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p><b>Objective 8a.2 Shows an interest in the speech of others</b></p> |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RF.     | Reading Foundational Skills   |
| INDICATOR / PROFICIENCY LEVEL | LL.RF.3.   | Know and apply grade- level phonics and word analysis skills in decoding words.   |
| OBJECTIVE                     | LL.RF.3.1. | <p>Recognize that symbols have corresponding meaning (e.g., use the stop sign in play with a car set, recognize familiar symbols such as hospital or library).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts</li> </ul> <p><b>Objective 17b.2 Shows understanding that text is meaningful and can be read</b></p>                                |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RF.     | Reading Foundational Skills   |
| INDICATOR / PROFICIENCY LEVEL | LL.RF.4.   | Engage with a variety of texts with purpose and understanding. Read with sufficient accuracy and fluency to support comprehension.  |
| OBJECTIVE                     | LL.RF.4.1. | <p>Begin to develop fluency by imitative reading (e.g., ask for the same favorite book over and over again, recite a familiar nursery rhyme, poem or finger play with expression).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <p><b>Objective 17a.2 Shows interest in books</b></p>                         |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.W.      | Writing   |
| INDICATOR / PROFICIENCY LEVEL | LL.W.1.    | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| OBJECTIVE                     | LL.W.1.1.  | <p>Recognize that drawings, paintings and writing are meaningful representations (e.g., pretend to write a letter by scribbling on a paper and “reading” it out loud).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</li> </ul> <p><b>Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message</b></p>              |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.W.      | Writing   |



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| INDICATOR / PROFICIENCY LEVEL | LL.W.2.   | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  |
| OBJECTIVE                     | LL.W.2.1. | <p>Recognize that drawings, paintings and writing are meaningful representations (e.g., paint some lines across the paper with broad strokes and movements, using a few different colors, and tell you that it is a rainbow).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information<br/> Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message</p> |
| STRAND / TOPIC / STANDARD     | MD.LL.    | Language & Literacy   |
| TOPIC / INDICATOR             | LL.W.     | Writing   |
| INDICATOR / PROFICIENCY LEVEL | LL.W.3.   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |
| OBJECTIVE                     | LL.W.3.1. | <p>Recognize that drawings, paintings and writing are meaningful representations (e.g., intentionally make a mark on a piece of paper).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information<br/> Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message</p>   |
| STRAND / TOPIC / STANDARD     | MD.LL.    | Language & Literacy   |
| TOPIC / INDICATOR             | LL.W.     | Writing   |
| INDICATOR / PROFICIENCY LEVEL | LL.W.4.   | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| OBJECTIVE                     | LL.W.4.1. | <p>Recognize that drawings, paintings and writing are meaningful representations (e.g., make a picture of with lines coming out of the bottom and sides of a circle and tell you that it is him).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information<br/> Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message</p>                             |
| STRAND / TOPIC / STANDARD     | MD.LL.    | Language & Literacy   |
| TOPIC / INDICATOR             | LL.SL.    | Speaking & Listening  |
| INDICATOR / PROFICIENCY LEVEL | LL.SL.1.  | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  |

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| OBJECTIVE                     | LL.SL.1.1. | Enter into a conversation (e.g., repeat what has just been said, or make up a story to be part of the conversation; interrupt or talk over other people's conversation).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations<br>Objective 10a.4 Initiates and attends to brief conversations |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.SL.     | Speaking & Listening   |
| INDICATOR / PROFICIENCY LEVEL | LL.SL.2.   | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| OBJECTIVE                     | LL.SL.2.1. | Use words and some common rules of speech to express ideas and thoughts (e.g., ask questions about the story as well as naming objects).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar<br>Objective 9c.2 Uses one- or two-word sentences or phrases   |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.SL.     | Speaking & Listening   |
| INDICATOR / PROFICIENCY LEVEL | LL.SL.3.   | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.   |
| OBJECTIVE                     | LL.SL.3.1. | Demonstrate active listening strategies (e.g., listen for short periods of time, begin to ask questions).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>Objective 8a.2 Shows an interest in the speech of others   |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.SL.     | Speaking & Listening   |
| INDICATOR / PROFICIENCY LEVEL | LL.SL.4.   | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.   |
| OBJECTIVE                     | LL.SL.4.1. | Use words and some common rules of speech to express ideas and thoughts (e.g., use descriptive language to tell you what he wants).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective 9a.4 Names familiar, people, animals, and objects  |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |



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| TOPIC / INDICATOR             | LL.SL.     | Speaking & Listening  |
| INDICATOR / PROFICIENCY LEVEL | LL.SL.5.   | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  |
| OBJECTIVE                     | LL.SL.5.1. | <p>Recognize that drawings, paintings and writing are meaningful representations (e.g., paint some lines across the paper with broad strokes and movements, using a few different colors, and tell you that it is a rainbow).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information<br/> Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message</p> |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.SL.     | Speaking & Listening  |
| INDICATOR / PROFICIENCY LEVEL | LL.SL.6.   | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.   |
| OBJECTIVE                     | LL.SL.6.1. | <p>Use words and some common rules of speech to express ideas and thoughts (e.g., speak clearly enough to be understood without mumbling or running sounds together).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly<br/> Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>  |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.L.      | Language  |
| INDICATOR / PROFICIENCY LEVEL | LL.L.1.    | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  |
| OBJECTIVE                     | LL.L.1.1.  | <p>Use words and some common rules of speech to express ideas and thoughts (e.g., use the words I, we, he, and she in sentences, use some uncommon plurals such as “foots” instead of “feet”).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar<br/> Objective 9c.2 Uses one- or two-word sentences or phrases</p>  |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.L.      | Language  |
| INDICATOR / PROFICIENCY LEVEL | LL.L.2.    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |

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| OBJECTIVE                     | LL.L.2.1. | Recognize that drawings, paintings and writing are meaningful representations (e.g., pretend to write a letter by scribbling on a paper and “reading” it out loud).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information<br><b>Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message</b>                    |
| STRAND / TOPIC / STANDARD     | MD.LL.    | Language & Literacy   |
| TOPIC / INDICATOR             | LL.L.     | Language  |
| INDICATOR / PROFICIENCY LEVEL | LL.L.3.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| OBJECTIVE                     | LL.L.3.1. | Develop vocabulary, language usage and some conventions of speech (e.g., name an increasing number of objects in the books read, and describe actions, repeat words heard in the environment).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br><b>Objective 9a.4 Names familiar, people, animals, and objects</b> |
| STRAND / TOPIC / STANDARD     | MD.LL.    | Language & Literacy   |
| TOPIC / INDICATOR             | LL.L.     | Language  |
| INDICATOR / PROFICIENCY LEVEL | LL.L.4.   | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.   |
| OBJECTIVE                     | LL.L.4.1. | Develop vocabulary, language usage and some conventions of speech (e.g., name an increasing number of objects in the books read, and describe actions, repeat words heard in the environment).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br><b>Objective 9a.4 Names familiar, people, animals, and objects</b> |
| STRAND / TOPIC / STANDARD     | MD.M.     | Mathematics   |
| TOPIC / INDICATOR             | M.CC.     | Counting and Cardinality  |
| INDICATOR / PROFICIENCY LEVEL | M.CC.1.   | Know number names and the count sequence.   |

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| OBJECTIVE                     | M.CC.1.1. | Show beginning interest in quantity and number relationships (e.g., will give two crackers when asked, “Can I have two crackers?”).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 20 Uses number concepts and operations b. Quantifies<br><b>Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more</b> |
| STRAND / TOPIC / STANDARD     | MD.M.     | Mathematics   |
| TOPIC / INDICATOR             | M.CC.     | Counting and Cardinality  |
| INDICATOR / PROFICIENCY LEVEL | M.CC.2.   | Count to tell the number of objects.  |
| OBJECTIVE                     | M.CC.2.1. | Show beginning interest in quantity and number relationships (e.g., complain that a friend has more orange slices than he does).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 20 Uses number concepts and operations b. Quantifies<br><b>Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more</b>    |
| STRAND / TOPIC / STANDARD     | MD.M.     | Mathematics   |
| TOPIC / INDICATOR             | M.MD.     | Measurement & Data  |
| INDICATOR / PROFICIENCY LEVEL | M.MD.1.   | Describe and compare measureable attributes.  |
| OBJECTIVE                     | M.MD.1.1. | Show interest in quantity and number relationships (e.g., fill large and small containers with sand or water).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 22 Compares and measures a. Measures objects<br><b>Objective 22a.2 Makes simple comparisons between two objects</b>  |
| STRAND / TOPIC / STANDARD     | MD.M.     | Mathematics   |
| TOPIC / INDICATOR             | M.G.      | Geometry  |
| INDICATOR / PROFICIENCY LEVEL | M.G.1.    | Identify and describe shapes/reason with shapes and their attributes.   |
| OBJECTIVE                     | M.G.1.1.  | Show interest in concepts, such as matching and sorting according to color, shape and size (e.g., can match the colors and shapes in a matching puzzle).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 13 Uses classification skills<br><b>Objective 13.2 Matches similar objects</b>   |
| STRAND / TOPIC / STANDARD     | MD.SS.    | Social Studies  |
| TOPIC / INDICATOR             | SS.1.     | Political Science   |
| INDICATOR / PROFICIENCY LEVEL | SS.1.1.   | Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.   |

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| OBJECTIVE                     | SS.1.1.1. | Have beginning understanding of consequences when following routines and recreating familiar events (e.g., participate in creating class rules, accept the consequences of his actions, and say, “I’m sorry” when prompted).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations<br><b>Objective 1b.4 Accepts redirection from adults</b>                              |
| OBJECTIVE                     | SS.1.1.2. | Show increasing self-regulation (e.g., gain control of emotions with help of trusted adult or comfort item, begin to wait turn for juice or snack).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors a. Manages feelings<br><b>Objective 1a.2 Uses adult support to calm self</b>  |
| OBJECTIVE                     | SS.1.1.3. | Continue to need the adult approval but show more independence (get up from the lunch table after a few bites, following mom as she leaves the room, then returning after knowing what she is doing).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults<br><b>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</b>      |
| STRAND / TOPIC / STANDARD     | MD.SS.    | Social Studies   |
| TOPIC / INDICATOR             | SS.2.     | Peoples of the Nation and the World  |
| INDICATOR / PROFICIENCY LEVEL | SS.2.1.   | Students will understand how people in Maryland, the United States and around the world are alike and different.   |
| OBJECTIVE                     | SS.2.1.1. | Show more awareness of the feelings of another child (e.g., feel and express remorse by saying “I sorry” after accidentally knocking another child down, comfort another child who may be upset by patting or hugging the child).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues<br><b>Objective 2b.4 Demonstrates concern about the feelings of others</b> |
| OBJECTIVE                     | SS.2.1.2. | Play alongside other children (e.g., need adult help to resolve conflicts, have short periods of play with other children, but mostly play beside them).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 2 Establishes and sustains positive relationships c. Interacts with peers<br><b>Objective 2c.2 Plays near other children; uses similar materials or actions</b>   |
| STRAND / TOPIC / STANDARD     | MD.S.     | Science  |
| TOPIC / INDICATOR             | S.1.      | Skills & Processes   |

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| INDICATOR / PROFICIENCY LEVEL | S.1.1.   | Students will demonstrate the thinking and acting inherent in the practice of science.   |
| OBJECTIVE                     | S.1.1.1. | <p>Explore new ways to do things (e.g., use a spoon to dig in the garden, try to move the large toy car on the playground by pushing it, but then decide to try pulling it instead).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br/> Objective 11d.4 Explores and investigates ways to make something happen</p>  |
| OBJECTIVE                     | S.1.1.2. | <p>Seek information through observation, exploration and descriptive investigations (e.g., use senses to observe and gather information, want to pick up interesting things found on a walk, use tools for investigation).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br/> Objective 11d.4 Explores and investigates ways to make something happen</p>  |
| OBJECTIVE                     | S.1.1.3. | <p>Show interest in quantity and number relationships (fill large and small containers with sand or water).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 22 Compares and measures a. Measures objects<br/> Objective 22a.2 Makes simple comparisons between two objects</p>   |
| OBJECTIVE                     | S.1.1.4. | <p>Show interest in concepts, such as matching and sorting according to color, shape and size (e.g., group items of similar colors, compare the color of his toy car to that of another child).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 13 Uses classification skills<br/> Objective 13.2 Matches similar objects</p>  |
| OBJECTIVE                     | S.1.1.5. | <p>Use imagination, memory and reasoning to plan and make things happen (e.g., put a cushion sideways on the couch and pretend to be daddy driving to work, tell his caregiver that he is going to be a firefighter before going to the dramatic play area).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking<br/> Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways</p> |
| STRAND / TOPIC / STANDARD     | MD.H.    | Health   |
| TOPIC / INDICATOR             | H.1.     | Safety & Injury Prevention   |
| INDICATOR / PROFICIENCY LEVEL | H.1.1.   | Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.   |



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| OBJECTIVE                     | H.1.1.1.  | Have beginning understanding of consequences when following routines and recreating familiar events (e.g., participate in creating class rules).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations<br><b>Objective 1b.4 Accepts redirection from adults</b>  |
| STRAND / TOPIC / STANDARD     | MD.H.     | Health   |
| TOPIC / INDICATOR             | H.2.      | Disease & Prevention   |
| INDICATOR / PROFICIENCY LEVEL | H.2.1.    | Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.   |
| OBJECTIVE                     | H.2.1.1.  | Enjoy doing for himself whatever he thinks he can do (e.g., perform at least some skills involved in using the toilet, such as pulling up his own pants afterwards and wash his hands and use a towel to dry them).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately<br><b>Objective 1c.4 Seeks to do things for self</b> |
| STRAND / TOPIC / STANDARD     | MD.PE.    | Physical Education   |
| TOPIC / INDICATOR             | PE.1.     | Skillfulness   |
| INDICATOR / PROFICIENCY LEVEL | PE.1.1.   | Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.   |
| OBJECTIVE                     | PE.1.1.1. | Use his whole body to develop spatial awareness (e.g., walk around a circle holding hands with other children and push himself on riding toys).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 4 Demonstrates traveling skills<br><b>Objective 4.4 Experiments with different ways of moving</b>  |
| STRAND / TOPIC / STANDARD     | MD.PE.    | Physical Education   |
| TOPIC / INDICATOR             | PE.2.     | Biomechanical Principles   |
| INDICATOR / PROFICIENCY LEVEL | PE.2.1.   | Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.   |
| OBJECTIVE                     | PE.2.1.1. | Use his whole body to develop spatial awareness (e.g., walk around in a circle holding hands with other children and push himself on riding toys).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 4 Demonstrates traveling skills<br><b>Objective 4.4 Experiments with different ways of moving</b>   |
| STRAND / TOPIC / STANDARD     | MD.FA.    | Fine Arts  |

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| TOPIC / INDICATOR             | FA.1.     | Dance: Perceiving, Performing, and Responding   |
| INDICATOR / PROFICIENCY LEVEL | FA.1.1.   | Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to dance.  |
| OBJECTIVE                     | FA.1.1.1. | Use his whole body to develop spatial awareness (e.g., dance to music, including songs that direct movement).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 4 Demonstrates traveling skills<br><b>Objective 4.4 Experiments with different ways of moving</b>   |
| STRAND / TOPIC / STANDARD     | MD.FA.    | Fine Arts   |
| TOPIC / INDICATOR             | FA.2.     | Music: Perceiving, Performing, and Responding   |
| INDICATOR / PROFICIENCY LEVEL | FA.2.1.   | Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.  |
| OBJECTIVE                     | FA.2.1.1. | Use his whole body to develop spatial awareness (e.g., dance to music, including songs that direct movement).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 4 Demonstrates traveling skills<br><b>Objective 4.4 Experiments with different ways of moving</b>   |
| STRAND / TOPIC / STANDARD     | MD.FA.    | Fine Arts   |
| TOPIC / INDICATOR             | FA.3.     | Theatre: Perceiving and Responding  |
| INDICATOR / PROFICIENCY LEVEL | FA.3.1.   | Aesthetic Education: Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.   |
| OBJECTIVE                     | FA.3.1.1. | Use improved eye-hand coordination to explore and manipulate objects (e.g., do finger plays that require hand-eye coordination, such as “The Itsy Bitsy Spider”).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br><b>7a.4 Uses fingers and whole arm movements to manipulate and explore objects</b><br>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands<br><b>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</b> |
| STRAND / TOPIC / STANDARD     | MD.FA.    | Fine Arts   |
| TOPIC / INDICATOR             | FA.4.     | Theatre: Creative Expression and Production   |
| INDICATOR / PROFICIENCY LEVEL | FA.4.1.   | Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.  |

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| OBJECTIVE                     | FA.4.1.1. | Use imagination memory and reasoning to plan and make things happen (e.g., pretend to feed a baby doll).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking<br><b>Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways</b>   |
| STRAND / TOPIC / STANDARD     | MD.FA.    | Fine Arts   |
| TOPIC / INDICATOR             | FA.5.     | Visual Arts: Perceiving and Responding  |
| INDICATOR / PROFICIENCY LEVEL | FA.5.1.   | Aesthetic Education: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.   |
| OBJECTIVE                     | FA.5.1.1. | Recognize that drawings, paintings and writing are meaningful representations (e.g., paint some lines across the paper with broad strokes and movements, using a few different colors, and tell you that it is a rainbow).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information<br><b>Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message</b> |
| STRAND / TOPIC / STANDARD     | MD.SF.    | Social Foundations  |
| TOPIC / INDICATOR             | SF.1.     | Social Emotional Regulation   |
| INDICATOR / PROFICIENCY LEVEL | SF.1.1.   | Demonstrates healthy self-confidence.   |
| OBJECTIVE                     | SF.1.1.1. | Show increasing self-regulation.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors a. Manages feelings<br><b>Objective 1a.4 Comforts self by seeking out special object or person</b>  |
| OBJECTIVE                     | SF.1.1.2. | Play alongside other children.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 2 Establishes and sustains positive relationships c. Interacts with peers<br><b>Objective 2c.2 Plays near other children; uses similar materials or actions</b>  |
| STRAND / TOPIC / STANDARD     | MD.SF.    | Social Foundations  |
| TOPIC / INDICATOR             | SF.1.     | Social Emotional Regulation   |
| INDICATOR / PROFICIENCY LEVEL | SF.1.2.   | Initiates and maintains relations.  |
| OBJECTIVE                     | SF.1.2.1. | Show more awareness of the feelings of another child.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues<br><b>Objective 2b.4 Demonstrates concern about the feelings of others</b>  |

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| OBJECTIVE                     | SF.1.2.2. | Use coping skills with tasks, and interactions with peers and adults.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems<br>Objective 3b.2 Expresses feelings during a conflict                                    |
| OBJECTIVE                     | SF.1.2.3. | Show more awareness of the feelings of another child.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues<br>Objective 2b.4 Demonstrates concern about the feelings of others   |
| OBJECTIVE                     | SF.1.2.4. | Share his feelings through talking and pretend play.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems<br>Objective 3b.2 Expresses feelings during a conflict   |
| STRAND / TOPIC / STANDARD     | MD.SF.    | Social Foundations  |
| TOPIC / INDICATOR             | SF.2.     | Approaches to Learning & Executive Functioning  |
| INDICATOR / PROFICIENCY LEVEL | SF.2.1.   | Self-regulation/inhibitory control  |
| OBJECTIVE                     | SF.2.1.1. | Show increasing self-regulation.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors a. Manages feelings<br>Objective 1a.4 Comforts self by seeking out special object or person   |
| STRAND / TOPIC / STANDARD     | MD.SF.    | Social Foundations  |
| TOPIC / INDICATOR             | SF.2.     | Approaches to Learning & Executive Functioning  |
| INDICATOR / PROFICIENCY LEVEL | SF.2.2.   | Working Memory  |
| OBJECTIVE                     | SF.2.2.1. | Use imagination, memory and reasoning to plan and make things happen.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking<br>Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways |
| OBJECTIVE                     | SF.2.2.2. | Improve memory for details.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 12 Remembers and connects experiences a. Recognizes and recalls<br>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen  |



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| STRAND / TOPIC / STANDARD     | MD.SF.    | Social Foundations  |
| TOPIC / INDICATOR             | SF.2.     | Approaches to Learning & Executive Functioning  |
| INDICATOR / PROFICIENCY LEVEL | SF.2.3.   | Cognitive Flexibility   |
| OBJECTIVE                     | SF.2.3.1. | Share his feelings through talking and pretend play.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play<br>Objective 14b.2 Imitates actions of others during play; uses real objects as props |
| OBJECTIVE                     | SF.2.3.2. | Use coping skills with tasks, and interactions with peers and adults.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems<br>Objective 3b.2 Expresses feelings during a conflict                |
| STRAND / TOPIC / STANDARD     | MD.SF.    | Social Foundations  |
| TOPIC / INDICATOR             | SF.2.     | Approaches to Learning & Executive Functioning  |
| INDICATOR / PROFICIENCY LEVEL | SF.2.4.   | Initiative & Curiosity  |
| OBJECTIVE                     | SF.2.4.1. | Understand questions and simple directions.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 8 Listens to and understands increasingly complex language b. Follows directions<br>Objective 8b.4 Follows simple requests not accompanied by gestures  |
| STRAND / TOPIC / STANDARD     | MD.SF.    | Social Foundations  |
| TOPIC / INDICATOR             | SF.2.     | Approaches to Learning & Executive Functioning  |
| INDICATOR / PROFICIENCY LEVEL | SF.2.5.   | Demonstrates Cooperation  |
| OBJECTIVE                     | SF.2.5.1. | Play alongside other children.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 2 Establishes and sustains positive relationships c. Interacts with peers<br>Objective 2c.2 Plays near other children; uses similar materials or actions   |
| OBJECTIVE                     | SF.2.5.2. | Show more awareness of the feelings of another child.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues<br>Objective 2b.4 Demonstrates concern about the feelings of others                                 |

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| OBJECTIVE                     | SF.2.5.3. | <p>Show his feelings through talking and pretend play.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play<br/> <b>Objective 14b.2 Imitates actions of others during play; uses real objects as props</b></p>       |
| OBJECTIVE                     | SF.2.5.4. | <p>Use coping skills with tasks, and interactions with peers and adults.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems<br/> <b>Objective 3b.2 Expresses feelings during a conflict</b></p>                     |
| STRAND / TOPIC / STANDARD     | MD.SF.    | Social Foundations   |
| TOPIC / INDICATOR             | SF.2.     | Approaches to Learning & Executive Functioning   |
| INDICATOR / PROFICIENCY LEVEL | SF.2.6.   | Understanding & complying with classroom rules, routines, & expectations.  |
| OBJECTIVE                     | SF.2.6.1. | <p>Show increasing self-regulation.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations<br/> <b>Objective 1b.4 Accepts redirection from adults</b></p>   |
| OBJECTIVE                     | SF.2.6.2. | <p>Continues to need adult approval but show more independence.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately<br/> <b>Objective 1c.4 Seeks to do things for self</b></p>   |
| STRAND / TOPIC / STANDARD     | MD.SF.    | Social Foundations   |
| TOPIC / INDICATOR             | SF.2.     | Approaches to Learning & Executive Functioning   |
| INDICATOR / PROFICIENCY LEVEL | SF.2.7.   | Demonstrates cognitive flexibility—Understands symbolic representation   |
| OBJECTIVE                     | SF.2.7.1. | <p>Recognize that drawings, paintings and writing are meaningful representations.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information<br/> <b>Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message</b></p> |
| OBJECTIVE                     | SF.2.7.2. | <p>Share his feelings through talking and pretend play.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play<br/> <b>Objective 14b.2 Imitates actions of others during play; uses real objects as props</b></p>      |

## Maryland Early Learning Standards

Ages 25 to 36 months, adopted 2015

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| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RL.     | Reading Literature   |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.1.   | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  |
| OBJECTIVE                     | LL.RL.1.1. | <p>Develop comprehension by demonstrating understanding of text during and after reading (e.g., make guesses about what a story is about).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p><b>Objective 18a.4 Asks and answers questions about the text; refers to pictures</b></p>                             |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RL.     | Reading Literature   |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.2.   | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |
| OBJECTIVE                     | LL.RL.2.1. | <p>Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p><b>Objective 18a.4 Asks and answers questions about the text; refers to pictures</b></p>         |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RL.     | Reading Literature   |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.3.   | Analyze how and why individuals, events, and ideas develop and interact over the course of text.   |
| OBJECTIVE                     | LL.RL.3.1. | <p>Develop comprehension by demonstrating understanding of text during and after reading (e.g., begin to understand that stories can be acted out).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts</li> </ul> <p><b>Objective 18c.2 Retells some events or information from a familiar story or other text with close adult prompting</b></p> |



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| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RL.     | Reading Literature  |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.4.   | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.   |
| OBJECTIVE                     | LL.RL.4.1. | <p>Expand vocabulary and language usage (e.g., discover the meaning of new words from the context or pictures).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p><b>Objective 18a.4 Asks and answers questions about the text; refers to pictures</b></p>                                     |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RL.     | Reading Literature  |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.5.   | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  |
| OBJECTIVE                     | LL.RL.5.1. | <p>Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to a variety of fiction and nonfiction materials).</p> <p><b><u>Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p><b>Objective 18a.4 Asks and answers questions about the text; refers to pictures</b></p> |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RL.     | Reading Literature  |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.6.   | Assess how point of view or purpose shapes the content and style of a text.   |
| OBJECTIVE                     | LL.RL.6.1. | <p>Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to and discuss a variety of books).</p> <p><b><u>Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p><b>Objective 18a.4 Asks and answers questions about the text; refers to pictures</b></p>                |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RL.     | Reading Literature  |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.7.   | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |

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| OBJECTIVE                     | LL.RL.7.1. | Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text).<br><br><u>Objectives for Development and Learning</u><br>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br><b>Objective 18a.4 Asks and answers questions about the text; refers to pictures</b> |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RL.     | Reading Literature  |
| INDICATOR / PROFICIENCY LEVEL | LL.RL.8.   | Read and comprehend complex literary and informational texts independently and proficiently.  |
| OBJECTIVE                     | LL.RL.8.1. | Develop comprehension by demonstrating understanding of text during and after reading (e.g., makes guesses about what a story is about).<br><br><u>Objectives for Development and Learning</u><br>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br><b>Objective 18a.4 Asks and answers questions about the text; refers to pictures</b>                    |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RI.     | Reading Informational Text  |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.1.   | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.   |
| OBJECTIVE                     | LL.RI.1.1. | Develop comprehension by demonstrating understanding of text during and after reading (e.g., make guesses about what a book is about).<br><br><u>Objectives for Development and Learning</u><br>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br><b>Objective 18a.4 Asks and answers questions about the text; refers to pictures</b>                      |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RI.     | Reading Informational Text  |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.2.   | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| OBJECTIVE                     | LL.RI.2.1. | Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text).<br><br><u>Objectives for Development and Learning</u><br>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br><b>Objective 18a.4 Asks and answers questions about the text; refers to pictures</b> |



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| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RI.     | Reading Informational Text   |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.3.   | Analyze how and why individuals, events, and ideas develop and interact over the course of text. Story/Text Comprehension:   |
| OBJECTIVE                     | LL.RI.3.1. | <p>Develop comprehension by demonstrating understanding of text during and after reading (e.g., make up a story about a book).</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p><b>Objective 18a.4 Asks and answers questions about the text; refers to pictures</b></p>                            |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RI.     | Reading Informational Text   |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.4.   | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  |
| OBJECTIVE                     | LL.RI.4.1. | <p>Expand vocabulary and language usage (e.g., discover the meaning of new words from the context or pictures).</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p><b>Objective 18a.4 Asks and answers questions about the text; refers to pictures</b></p>   |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RI.     | Reading Informational Text   |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.5.   | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.   |
| OBJECTIVE                     | LL.RI.5.1. | <p>Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to a variety of fiction and nonfiction materials).</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <p><b>Objective 18a.4 Asks and answers questions about the text; refers to pictures</b></p> |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.RI.     | Reading Informational Text   |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.6.   | Assess how point of view or purpose shapes the content and style of a text.  |

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| OBJECTIVE                     | LL.RI.6.1. | Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to and discuss a variety of books).<br><br><u>Objectives for Development and Learning</u><br>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br><b>Objective 18a.4 Asks and answers questions about the text; refers to pictures</b>                     |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RI.     | Reading Informational Text  |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.7.   | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| OBJECTIVE                     | LL.RI.7.1. | Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text).<br><br><u>Objectives for Development and Learning</u><br>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br><b>Objective 18a.4 Asks and answers questions about the text; refers to pictures</b> |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RI.     | Reading Informational Text  |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.8.   | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.  |
| OBJECTIVE                     | LL.RI.8.1. | Develop comprehension by demonstrating understanding of text during and after reading (e.g., ask and answer questions about a book).<br><br><u>Objectives for Development and Learning</u><br>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br><b>Objective 18a.4 Asks and answers questions about the text; refers to pictures</b>                        |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RI.     | Reading Informational Text  |
| INDICATOR / PROFICIENCY LEVEL | LL.RI.9.   | Read and comprehend complex literary and informational texts independently and proficiently.  |
| OBJECTIVE                     | LL.RI.9.1. | Develop comprehension by demonstrating understanding of text during and after reading (e.g., makes guesses about what a book is about).<br><br><u>Objectives for Development and Learning</u><br>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections<br><b>Objective 18a.4 Asks and answers questions about the text; refers to pictures</b>                     |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |



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| TOPIC / INDICATOR             | LL.RF.     | Reading Foundational Skills   |
| INDICATOR / PROFICIENCY LEVEL | LL.RF.1.   | Demonstrate understanding of the organization and basic features of print.  |
| OBJECTIVE                     | LL.RF.1.1. | <p>Recognize that symbols have corresponding meaning (e.g., sing the alphabet song, pointing to the letters).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts<br/> Objective 17b.2 Shows understanding that text is meaningful and can be read</p>   |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RF.     | Reading Foundational Skills   |
| INDICATOR / PROFICIENCY LEVEL | LL.RF.2.   | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  |
| OBJECTIVE                     | LL.RF.2.1. | <p>Develop phonological awareness by becoming aware of the sounds of spoken language (e.g., begin to supply rhyming words in a familiar poem or song, draw attention to parts of words such as syllables by moving or clapping).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme<br/> Objective 15a.2 Joins in rhyming songs and games<br/> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration<br/> Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p> |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RF.     | Reading Foundational Skills   |
| INDICATOR / PROFICIENCY LEVEL | LL.RF.3.   | Know and apply grade- level phonics and word analysis skills in decoding words.   |
| OBJECTIVE                     | LL.RF.3.1. | <p>Recognize that symbols have corresponding meaning (e.g., look for and identify familiar logos or signs, find own name card on a carpet square and sit there).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts<br/> Objective 17b.2 Shows understanding that text is meaningful and can be read</p>  |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.RF.     | Reading Foundational Skills   |
| INDICATOR / PROFICIENCY LEVEL | LL.RF.4.   | Engage with a variety of texts with purpose and understanding. Read with sufficient accuracy and fluency to support comprehension.  |

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| OBJECTIVE                     | LL.RF.4.1. | <p>Begin to develop fluency by imitative reading (e.g., listen to models of fluent reading, ask to reread a favorite story, remembering the funny ending and telling it as you start to read).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills</li> </ul> <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> |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.W.      | Writing   |
| INDICATOR / PROFICIENCY LEVEL | LL.W.1.    | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| OBJECTIVE                     | LL.W.1.1.  | <p>Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., begin to control scribbles, perhaps telling caregiver what they say).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</li> </ul> <p>Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p>  |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.W.      | Writing   |
| INDICATOR / PROFICIENCY LEVEL | LL.W.2.    | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  |
| OBJECTIVE                     | LL.W.2.1.  | <p>Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., pretend to take your order while playing restaurant by scribbling on a pad with a pencil).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</li> </ul> <p>Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p>   |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.W.      | Writing   |
| INDICATOR / PROFICIENCY LEVEL | LL.W.3.    | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |

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| OBJECTIVE                     | LL.W.3.1.  | <p>Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., make a picture of self with lines coming out of the bottom and sides of a circle).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</li> </ul> <p>Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p>  |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.W.      | Writing  |
| INDICATOR / PROFICIENCY LEVEL | LL.W.4.    | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |
| OBJECTIVE                     | LL.W.4.1.  | <p>Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., show a friend his picture on a wall).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</li> </ul> <p>Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p>   |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.SL.     | Speaking & Listening   |
| INDICATOR / PROFICIENCY LEVEL | LL.SL.1.   | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.   |
| OBJECTIVE                     | LL.SL.1.1. | <p>Have more meaningful conversations with peers and adults (e.g., offer own information in a group story or discussion about a visit by the firefighters, talk to a friend or caregiver, an imaginary friend, or the dolls and toys that he is playing with).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 10 Uses appropriate conversational and other communication skills a.</li> </ul> <p>Engages in conversations</p> <p>Objective 10a.4 Initiates and attends to brief conversations</p> |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.SL.     | Speaking & Listening   |
| INDICATOR / PROFICIENCY LEVEL | LL.SL.2.   | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   |



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| OBJECTIVE                     | LL.SL.2.1. | Demonstrate active listening skills (e.g., ask questions about what has been heard).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language<br>Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.SL.     | Speaking & Listening  |
| INDICATOR / PROFICIENCY LEVEL | LL.SL.3.   | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.  |
| OBJECTIVE                     | LL.SL.3.1. | Show understanding and respond to simple directions and requests (e.g., begin to ask "how" and "why" questions).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 8 Listens to and understands increasingly complex language b. Follows directions<br>Objective 8b.4 Follows simple requests not accompanied by gestures                       |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.SL.     | Speaking & Listening  |
| INDICATOR / PROFICIENCY LEVEL | LL.SL.4.   | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  |
| OBJECTIVE                     | LL.SL.4.1. | Demonstrate active listening skills (e.g., retell, and relate to what has been heard).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language<br>Objective 8a.4 Identifies familiar people, animals, and objects when prompted                                    |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |
| TOPIC / INDICATOR             | LL.SL.     | Speaking & Listening  |
| INDICATOR / PROFICIENCY LEVEL | LL.SL.5.   | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  |
| OBJECTIVE                     | LL.SL.5.1. | Use writing utensils for scribble and drawings (e.g., begin to draw representations of people and objects).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information<br>Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message          |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy   |



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| TOPIC / INDICATOR             | LL.SL.     | Speaking & Listening   |
| INDICATOR / PROFICIENCY LEVEL | LL.SL.6.   | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  |
| OBJECTIVE                     | LL.SL.6.1. | <p>Use more conventions of speech when speaking (e.g., not pronounce all of his words correctly, but be easily understood most of the time).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs b. Speaks clearly</li> </ul> <p>Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>   |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.L.      | Language   |
| INDICATOR / PROFICIENCY LEVEL | LL.L.1.    | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.   |
| OBJECTIVE                     | LL.L.1.1.  | <p>Use more conventions of speech when speaking (e.g., use ‘s’ at the end of plurals and ‘ed’ for past tense, use plurals, pronouns and possessive words such as “my” and “his”).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar</li> </ul> <p>Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>        |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.L.      | Language   |
| INDICATOR / PROFICIENCY LEVEL | LL.L.2.    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| OBJECTIVE                     | LL.L.2.1.  | <p>Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., begin to control scribbles, perhaps telling caregiver what they say).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</li> </ul> <p>Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p> |
| STRAND / TOPIC / STANDARD     | MD.LL.     | Language & Literacy  |
| TOPIC / INDICATOR             | LL.L.      | Language   |
| INDICATOR / PROFICIENCY LEVEL | LL.L.3.    | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  |

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| OBJECTIVE                     | LL.L.3.1. | (Begins in grade 2.)<br><br>No Correlations   |
| STRAND / TOPIC / STANDARD     | MD.LL.    | Language & Literacy   |
| TOPIC / INDICATOR             | LL.L.     | Language  |
| INDICATOR / PROFICIENCY LEVEL | LL.L.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| OBJECTIVE                     | LL.L.4.1. | Expand vocabulary and language usage (e.g., use words to describe the purpose and function of objects, learn the names of new objects).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective 9a.4 Names familiar, people, animals, and objects |
| STRAND / TOPIC / STANDARD     | MD.LL.    | Language & Literacy   |
| TOPIC / INDICATOR             | LL.L.     | Language  |
| INDICATOR / PROFICIENCY LEVEL | LL.L.5.   | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.   |
| OBJECTIVE                     | LL.L.5.1. | Expand vocabulary and language usage (e.g., use words to describe the purpose and function of objects, learn the names of new objects).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary<br>Objective 9a.4 Names familiar, people, animals, and objects |
| STRAND / TOPIC / STANDARD     | MD.M.     | Mathematics   |
| TOPIC / INDICATOR             | M.CC.     | Counting and Cardinality  |
| INDICATOR / PROFICIENCY LEVEL | M.CC.1.   | Know number names and the count sequence.   |
| OBJECTIVE                     | M.CC.1.1. | Show beginning interest in numerals and counting (e.g., recognize and name the numerals in a counting book).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 20 Uses number concepts and operations c. Connects numerals with their quantities<br>Objective 20c.2 Recognizes and names a few numerals   |
| STRAND / TOPIC / STANDARD     | MD.M.     | Mathematics   |
| TOPIC / INDICATOR             | M.CC.     | Counting and Cardinality  |

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| INDICATOR / PROFICIENCY LEVEL | M.CC.2.   | Count to tell the number of objects.   |
| OBJECTIVE                     | M.CC.2.1. | <p>Show beginning interest in numerals and counting (e.g., proudly show that he can count three objects, count the name cards to see if there is room for him in a given play center where only four children may play at a time).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations a. Counts</li> </ul> <p>Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p> |
| STRAND / TOPIC / STANDARD     | MD.M.     | Mathematics  |
| TOPIC / INDICATOR             | M.OA.     | Operations & Algebraic Thinking  |
| INDICATOR / PROFICIENCY LEVEL | M.OA.1.   | Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.   |
| OBJECTIVE                     | M.OA.1.1. | <p>Show interest in quantity, measuring and number relationships (e.g., sing “Five Little Monkeys jumping on the Bed” and know that the next number is one less than the one before).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations a. Counts</li> </ul> <p>Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>  |
| STRAND / TOPIC / STANDARD     | MD.M.     | Mathematics  |
| TOPIC / INDICATOR             | M.MD.     | Measurement & Data   |
| INDICATOR / PROFICIENCY LEVEL | M.MD.1.   | Describe and compare measureable attributes.   |
| OBJECTIVE                     | M.MD.1.1. | <p>Show interest in quantity, measuring and number relationships (e.g., fill a balance scale with beads, making one side go down, then the other, tell a friend that he is taller than the tower he has built).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures a. Measures objects</li> </ul> <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>              |
| STRAND / TOPIC / STANDARD     | MD.M.     | Mathematics  |
| TOPIC / INDICATOR             | M.G.      | Geometry   |
| INDICATOR / PROFICIENCY LEVEL | M.G.1.    | Identify and describe shapes/reason with shapes and their attributes.  |

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| OBJECTIVE                     | M.G.1.1.  | <p>Show beginning interest in geometry (e.g., make symmetrical designs with shape blocks, find examples of shapes in the environment).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</li> </ul> <p><b>Objective 21b.2 Matches two identical shapes</b></p>  |
| STRAND / TOPIC / STANDARD     | MD.SS.    | Social Studies   |
| TOPIC / INDICATOR             | SS.1.     | Political Science  |
| INDICATOR / PROFICIENCY LEVEL | SS.1.1.   | Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.  |
| OBJECTIVE                     | SS.1.1.1. | <p>Have beginning understanding of consequences when following routines and recreating familiar events (e.g., try to follow the rules of a simple board game and become frustrated when not understanding why something has changed, help to clean up, saying, “We are a team”).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations</li> </ul> <p><b>Objective 1b.4 Accepts redirection from adults</b></p> |
| OBJECTIVE                     | SS.1.1.2. | <p>Have increased self-regulation, following classroom rules and routines and guidance (e.g., manage transitions between activities with a few reminders, use classroom materials respectfully).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations</li> </ul> <p><b>Objective 1b.4 Accepts redirection from adults</b></p>   |
| OBJECTIVE                     | SS.1.1.3. | <p>Imitate and try to please familiar adults (e.g., pick up own trash after seeing the task modeled by a caregiver, pretend to wash the dishes and put them away in places where the teacher has shown where they belong).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p><b>Objective 1c.6 Demonstrates confidence in meeting own needs</b></p>                                    |
| STRAND / TOPIC / STANDARD     | MD.SS.    | Social Studies   |
| TOPIC / INDICATOR             | SS.2.     | Peoples of the Nation and the World  |
| INDICATOR / PROFICIENCY LEVEL | SS.2.1.   | Students will understand how people in Maryland, the United States and around the world are alike and different.   |

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| OBJECTIVE                     | SS.2.1.1. | Be able to better understand the feelings of other children (e.g., share a toy car with a child who cries because of not having one, watch other children to see how they react).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues<br><b>Objective 2b.4 Demonstrates concern about the feelings of others</b>  |
| OBJECTIVE                     | SS.2.1.2. | Participate, with help, in the group life of the class (e.g., help to clean up after hearing the signal and being encouraged by you, join in group games such as playing “Farmer in the Dell”).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others<br><b>Objective 3a.2 Responds appropriately to others’ expressions of wants</b> |
| STRAND / TOPIC / STANDARD     | MD.SS.    | Social Studies  |
| TOPIC / INDICATOR             | SS.3.     | Geography   |
| INDICATOR / PROFICIENCY LEVEL | SS.3.1.   | Students will use geographic concepts and processes to understand location and its relationship to human activities.  |
| OBJECTIVE                     | SS.3.1.1. | Explore more complex situations and concepts, beginning to understand some people’s jobs and care for the environment.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 30 Shows basic understanding of people and how they live   |
| STRAND / TOPIC / STANDARD     | MD.S.     | Science   |
| TOPIC / INDICATOR             | S.1.      | Skills & Processes  |
| INDICATOR / PROFICIENCY LEVEL | S.1.1.    | Students will demonstrate the thinking and acting inherent in the practice of science.  |
| OBJECTIVE                     | S.1.1.1.  | Use scientific thinking as well as his senses to discover the world around him, and make comparisons between objects (e.g., ask questions about everything he sees, put the modeling clay in water to see what happens).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br><b>Objective 11d.4 Explores and investigates ways to make something happen</b>        |

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| OBJECTIVE                 | S.1.1.2. | <p>Seek information through observation, exploration and descriptive investigations with simple science tools (e.g., ask lots of “why” questions, use tools such as magnifying glass, balance scale and measuring cups for investigation, guess that a nut is inside an acorn, and confirm that prediction by breaking, with assistance, the acorn to find out).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p><b>Objective 11d.4 Explores and investigates ways to make something happen</b></p> |
| OBJECTIVE                 | S.1.1.3. | <p>Use more advanced problem solving skills, testing his understanding and ideas in real situations (e.g., get a toy broom and use the handle to get a ball out from under a shelf where it has rolled).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning c. Solves problems</li> </ul> <p><b>Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</b></p>   |
| OBJECTIVE                 | S.1.1.4. | <p>Show interest in quantity, measuring and number relationships (e.g., fill a balance scale with beads, making one side go down, then the other).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures a. Measures objects</li> </ul> <p><b>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</b></p>   |
| OBJECTIVE                 | S.1.1.5. | <p>Show interest in concepts such as matching and sorting according to a single criteria (e.g., help to put away the utensils, matching the large spoons with the other large spoons).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 13 Uses classification skills</li> </ul> <p><b>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</b></p>  |
| OBJECTIVE                 | S.1.1.6. | <p>Use prior knowledge and imagination to think through what he wants to play (e.g., use the blocks as garages and houses that the cars and trucks drive to, use the Unifix Cubes with several friends to try to make a rod that reaches across the room).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences b. Makes connections</li> </ul> <p><b>Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support</b></p>   |
| STRAND / TOPIC / STANDARD | MD.S.    | Science   |
| TOPIC / INDICATOR         | S.2.     | Life Science  |



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| INDICATOR / PROFICIENCY LEVEL | S.2.1.   | The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.  |
| OBJECTIVE                     | S.2.1.1. | <p>Begin to recognize his own physical and family characteristics and those of others (e.g., count how many boys are in the group he is playing with, go to the table when the teacher says that everyone who has brown hair may go).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u><br/> • Objective 29 Demonstrates knowledge about self</p>   |
| STRAND / TOPIC / STANDARD     | MD.S.    | Science  |
| TOPIC / INDICATOR             | S.3.     | Chemistry  |
| INDICATOR / PROFICIENCY LEVEL | S.3.1.   | Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.  |
| OBJECTIVE                     | S.3.1.1. | <p>Use scientific thinking as well as his senses to discover the world around him, and make comparisons between objects (e.g., watch the fish and tell that he likes the biggest one best).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u><br/> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br/> Objective 11d.4 Explores and investigates ways to make something happen</p> |
| STRAND / TOPIC / STANDARD     | MD.H.    | Health   |
| TOPIC / INDICATOR             | H.1.     | Safety & Injury Prevention   |
| INDICATOR / PROFICIENCY LEVEL | H.1.1.   | Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.   |
| OBJECTIVE                     | H.1.1.1. | <p>Have beginning understanding of consequences when following routines and recreating familiar events (e.g., participate in creating rules for the class).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u><br/> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations<br/> Objective 1b.4 Accepts redirection from adults</p>  |
| STRAND / TOPIC / STANDARD     | MD.H.    | Health   |
| TOPIC / INDICATOR             | H.2.     | Disease & Prevention   |
| INDICATOR / PROFICIENCY LEVEL | H.2.1.   | Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.   |



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| OBJECTIVE                     | H.2.1.1.  | <p>Feel more grown up as he accomplishes self-help and housekeeping tasks with reminders (e.g., take of his own toileting needs and wash and dry his own hands).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p> |
| STRAND / TOPIC / STANDARD     | MD.PE.    | Physical Education   |
| TOPIC / INDICATOR             | PE.1.     | Skillfulness   |
| INDICATOR / PROFICIENCY LEVEL | PE.1.1.   | Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.   |
| OBJECTIVE                     | PE.1.1.1. | <p>Move with confidence and stability, coordinating movements to accomplish simple tasks. (e.g., go over, under, around through on an obstacle course and easily use riding toys, such as tricycles and Big Wheels).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p>Objective 4.4 Experiments with different ways of moving</p> |
| STRAND / TOPIC / STANDARD     | MD.PE.    | Physical Education   |
| TOPIC / INDICATOR             | PE.2.     | Biomechanical Principles   |
| INDICATOR / PROFICIENCY LEVEL | PE.2.1.   | Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.   |
| OBJECTIVE                     | PE.2.1.1. | <p>Move with confidence and stability, coordinating movements to accomplish simple tasks (e.g., go over, under, around through on an obstacle course and easily use riding toys, such as tricycles and Big Wheels).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p>Objective 4.4 Experiments with different ways of moving</p>  |
| STRAND / TOPIC / STANDARD     | MD.FA.    | Fine Arts  |
| TOPIC / INDICATOR             | FA.1.     | Dance: Perceiving, Performing, and Responding  |
| INDICATOR / PROFICIENCY LEVEL | FA.1.1.   | Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to dance.   |
| OBJECTIVE                     | FA.1.1.1. | <p>Explore more complex situations and concepts, beginning to understand some people's jobs, and care for the environment (e.g., show a finger play that he learned to a friend, then make up hand motions to go with a new song).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 34 Explores musical concepts and expression</li> </ul>                                      |
| STRAND / TOPIC / STANDARD     | MD.FA.    | Fine Arts  |



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| TOPIC / INDICATOR             | FA.2.     | Music: Perceiving, Performing, and Responding  |
| INDICATOR / PROFICIENCY LEVEL | FA.2.1.   | Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.   |
| OBJECTIVE                     | FA.2.1.1. | Explore more complex situations and concepts, beginning to understand some people's jobs, and care for the environment (e.g., wait until you point to his group to play the jingle bells during the song, after the woods and triangles have had their solos).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 34 Explores musical concepts and expression   |
| STRAND / TOPIC / STANDARD     | MD.FA.    | Fine Arts  |
| TOPIC / INDICATOR             | FA.3.     | Theatre: Perceiving and Responding   |
| INDICATOR / PROFICIENCY LEVEL | FA.3.1.   | Aesthetic Education: Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.  |
| OBJECTIVE                     | FA.3.1.1. | Explore more complex situations and concepts beginning to understand some people's jobs, and care for the environment (e.g., pretend to be a firefighter and spray the dramatic play center with a play hose, telling everyone to get out).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play<br>Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else  |
| STRAND / TOPIC / STANDARD     | MD.FA.    | Fine Arts  |
| TOPIC / INDICATOR             | FA.4.     | Theatre: Creative Expression and Production  |
| INDICATOR / PROFICIENCY LEVEL | FA.4.1.   | Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.   |
| OBJECTIVE                     | FA.4.1.1. | Use prior knowledge and imagination to think through what he wants to play (e.g., decide in advance who will be the dad and who will be the son in the dramatic play areas and take turns playing teacher, acting out circle time routines with a friend, talking first about what they each will do).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play<br>Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else |
| STRAND / TOPIC / STANDARD     | MD.FA.    | Fine Arts  |
| TOPIC / INDICATOR             | FA.5.     | Visual Arts: Perceiving and Responding   |
| INDICATOR / PROFICIENCY LEVEL | FA.5.1.   | Aesthetic Education: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.  |



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| OBJECTIVE                     | FA.5.1.1.   | Develop finger skills through many forms of play (e.g., make a snowman out of play dough after watching an older child make balls and put them together and practice using scissors to cut out shapes, but be unable to stay on the lines).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands<br>Objective 7a.6 Uses refined wrist and finger movements |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations  |
| TOPIC / INDICATOR             | SF.1.       | Social Emotional Regulation   |
| INDICATOR / PROFICIENCY LEVEL | SF.1.1.     | Demonstrates healthy self-confidence.   |
| OBJECTIVE                     | SF.1.1.A.   | Demonstrates Independence in Arrange of Routines and Tasks  |
| EXPECTATION                   | SF.1.1.A.1. | Begins to actively participate in classroom activities (e.g., answers questions or joins dramatic play).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 2 Establishes and sustains positive relationships c. Interacts with peers<br>Objective 2c.4 Uses successful strategies for entering groups   |
| EXPECTATION                   | SF.1.1.A.2. | Chooses where to play during center time.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages<br>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments   |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations  |
| TOPIC / INDICATOR             | SF.1.       | Social Emotional Regulation   |
| INDICATOR / PROFICIENCY LEVEL | SF.1.1.     | Demonstrates healthy self-confidence.   |
| OBJECTIVE                     | SF.1.1.B.   | Demonstrates Age-Appropriate Independence in Decision-Making  |
| EXPECTATION                   | SF.1.1.B.1. | Begins to independently select appropriate materials during specific activities (i.e. when presented with a painting project gets red and green paint).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages<br>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments                         |
| EXPECTATION                   | SF.1.1.B.2. | Recognizes the appropriate place for items (e.g., their assigned seat, rest spot, etc.).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately<br>Objective 1c.6 Demonstrates confidence in meeting own needs   |



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| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations   |
| TOPIC / INDICATOR             | SF.1.       | Social Emotional Regulation  |
| INDICATOR / PROFICIENCY LEVEL | SF.1.2.     | Initiates and maintains relations.   |
| OBJECTIVE                     | SF.1.2.A.   | Expresses, Understands, and Responds to Feelings/Emotions of Others  |
| EXPECTATION                   | SF.1.2.A.1. | <p>Identifies basic feelings (e.g., sad, mad, happy).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues</li> </ul> <p>Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately</p>   |
| EXPECTATION                   | SF.1.2.A.2. | <p>Begins to express emotions through non-verbal cues with adult modeling and support (e.g., body language, facial expressions, crosses arms, and frowns).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems</li> </ul> <p>Objective 3b.2 Expresses feelings during a conflict</p> |
| EXPECTATION                   | SF.1.2.A.3. | <p>Recognizes when someone needs help, but may not respond every time.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues</li> </ul> <p>Objective 2b.4 Demonstrates concern about the feelings of others</p>  |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations   |
| TOPIC / INDICATOR             | SF.1.       | Social Emotional Regulation  |
| INDICATOR / PROFICIENCY LEVEL | SF.1.2.     | Initiates and maintains relations.   |
| OBJECTIVE                     | SF.1.2.B.   | Plays or Works with Others Cooperatively   |
| EXPECTATION                   | SF.1.2.B.1. | <p>Plays alongside other children (e.g., dramatic play, block table).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships c. Interacts with peers</li> </ul> <p>Objective 2c.2 Plays near other children; uses similar materials or actions</p>  |
| EXPECTATION                   | SF.1.2.B.2. | <p>Begins to understand the concept of sharing with adult modeling and support.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others</li> </ul> <p>Objective 3a.3 Emerging to 3a.4 Takes turns</p>  |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations   |

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| TOPIC / INDICATOR             | SF.1.       | Social Emotional Regulation  |
| INDICATOR / PROFICIENCY LEVEL | SF.1.2.     | Initiates and maintains relations.   |
| OBJECTIVE                     | SF.1.2.C.   | Recognizes Differences or Similarities Between Self as Compared to Others  |
| EXPECTATION                   | SF.1.2.C.1. | <p>Begins to recognize differences or similarities between self as compared to others (e.g., children with disabilities, gender, hair color, etc.).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 29 Demonstrates knowledge about self</p>   |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations   |
| TOPIC / INDICATOR             | SF.1.       | Social Emotional Regulation  |
| INDICATOR / PROFICIENCY LEVEL | SF.1.2.     | Initiates and maintains relations.   |
| OBJECTIVE                     | SF.1.2.D.   | Shows Ability to Resolve Conflicts   |
| EXPECTATION                   | SF.1.2.D.1. | <p>Accepts compromise when resolving conflicts if suggested by an adult (e.g., mom says, "Jackson, you can use that swing as soon as Sheila finishes her turn").</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems<br/> Objective 3b.4 Seeks adult help to resolve social problems</p> |
| EXPECTATION                   | SF.1.2.D.2. | <p>Seeks adults' help in resolving a conflict (e.g., goes to dad and says, "Jacob took my truck!").</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems<br/> Objective 3b.4 Seeks adult help to resolve social problems</p>  |
| EXPECTATION                   | SF.1.2.D.3. | <p>Continues to learn simple alternatives to aggressive ways of dealing with conflicts (e.g., trades one object for a desired one).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 1 Regulates own emotions and behaviors a. Manages feelings<br/> Objective 1a.4 Comforts self by seeking out special object or person</p>   |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations   |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning   |
| INDICATOR / PROFICIENCY LEVEL | SF.2.1.     | Self-regulation/inhibitory control   |
| OBJECTIVE                     | SF.2.1.A.   | Control Impulses   |

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| EXPECTATION                          | SF.2.1.A.1.      | Occasionally avoids imitating the negative behaviors of peers with prompting from an adult.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations<br><b>Objective 1b.4 Accepts redirection from adults</b>  |
| EXPECTATION                          | SF.2.1.A.2.      | Developing the ability to control impulses during structured activities with adult support (e.g., resist the impulse to call out before raising hand during group time).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations<br><b>Objective 1b.4 Accepts redirection from adults</b>                   |
| EXPECTATION                          | SF.2.1.A.3.      | May remind other children to control their impulses and follow rules when not able to do so oneself.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations<br><b>Objective 1b.4 Accepts redirection from adults</b>   |
| EXPECTATION                          | SF.2.1.A.4.      | May need to be reminded to stop a habitual action when it is not appropriate (e.g. continuing to go to the bathroom for paper towels even though they have been moved into the classroom).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations<br><b>Objective 1b.4 Accepts redirection from adults</b> |
| EXPECTATION                          | SF.2.1.A.5.      | Can enjoy games like Red Light, Green Light that require waiting for signal to do something with adult support.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately<br><b>Objective 1c.5 Emerging to 1c.6 Demonstrates confidence in meeting own needs</b>  |
| <b>STRAND / TOPIC / STANDARD</b>     | <b>MD.SF.</b>    | <b>Social Foundations</b>   |
| <b>TOPIC / INDICATOR</b>             | <b>SF.2.</b>     | <b>Approaches to Learning &amp; Executive Functioning</b>   |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>SF.2.1.</b>   | <b>Self-regulation/inhibitory control</b>   |
| <b>OBJECTIVE</b>                     | <b>SF.2.1.B.</b> | <b>Resist Temptation</b>  |
| EXPECTATION                          | SF.2.1.B.1.      | Briefly able to wait for an object without grabbing. Can wait longer with adult support.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors a. Manages feelings<br><b>Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification</b>   |





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| EXPECTATION                   | SF.2.1.B.2. | Can wait for a highly desired food or object with adult reminders (e.g., can wait to eat the cupcake in reach until the birthday song is complete).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors a. Manages feelings<br>Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification  |
| EXPECTATION                   | SF.2.1.B.3. | Able to takes turns with preferred toys with prompting from an adult.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others<br>Objective 3a.3 Emerging to 3a.4 Takes turns   |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations   |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning   |
| INDICATOR / PROFICIENCY LEVEL | SF.2.1.     | Self-regulation/inhibitory control   |
| OBJECTIVE                     | SF.2.1.C.   | Refrains from Emotional Outbursts and Unsafe Behaviors   |
| EXPECTATION                   | SF.2.1.C.1. | Shows progress in resisting the impulse to harm self, others or property in difficult situations or conflicts and using language to express strong feelings instead (e.g., says, "I really, REALLY need that swing!"). May still fall apart under stress.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors a. Manages feelings<br>Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification                |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations   |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning   |
| INDICATOR / PROFICIENCY LEVEL | SF.2.1.     | Self-regulation/inhibitory control   |
| OBJECTIVE                     | SF.2.1.D.   | Attentiveness— Resists Distraction to Maintain Focus on Tasks of Interest to the Child   |
| EXPECTATION                   | SF.2.1.D.1. | Maintains focus on one activity for longer periods of time as long as the activity is age appropriate and of interest (e.g., can repeatedly solve and dump out a wooden puzzle, even with other children playing in the background).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages<br>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations   |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning   |
| INDICATOR / PROFICIENCY LEVEL | SF.2.1.     | Self-regulation/inhibitory control   |

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| <b>OBJECTIVE</b>                     | <b>SF.2.1.E.</b>   | <b>Attentiveness— Resists Distraction to Maintain Focus on Tasks Set By Someone Else</b>   |
| <b>EXPECTATION</b>                   | <b>SF.2.1.E.1.</b> | Remains on task during an activity set by the teacher for short periods of time despite distractions though still may require prompting from an adult.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages<br>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments |
| <b>EXPECTATION</b>                   | <b>SF.2.1.E.2.</b> | Can return to an earlier task after an interruption, with adult reminders.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages<br>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments   |
| <b>STRAND / TOPIC / STANDARD</b>     | <b>MD.SF.</b>      | <b>Social Foundations</b>  |
| <b>TOPIC / INDICATOR</b>             | <b>SF.2.</b>       | <b>Approaches to Learning &amp; Executive Functioning</b>  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>SF.2.2.</b>     | <b>Working Memory</b>  |
| <b>OBJECTIVE</b>                     | <b>SF.2.2.A.</b>   | <b>Demonstrate the Ability to Hold and Manipulate Information</b>  |
| <b>EXPECTATION</b>                   | <b>SF.2.2.A.1.</b> | Can remember and talk about what has just happened in a story and what is happening now.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 12 Remembers and connects experiences a. Recognizes and recalls<br>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  |
| <b>EXPECTATION</b>                   | <b>SF.2.2.A.2.</b> | Can consider two options and make a choice when asked.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately<br>Objective 1c.6 Demonstrates confidence in meeting own needs  |
| <b>EXPECTATION</b>                   | <b>SF.2.2.A.3.</b> | Can hold two rules in mind long enough to complete the tasks (e.g., “Throw your trash away, and then put your lunchbox in your cubby”).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 8 Listens to and understands increasingly complex language b. Follows directions<br>Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences                         |

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| EXPECTATION                   | SF.2.2.A.4. | <p>Can remember a response to a teacher's question long enough to respond appropriately after waiting for a turn during a short group discussion.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>   |
| EXPECTATION                   | SF.2.2.A.5. | <p>Can put down a toy and remember its location for a brief period of time.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences a. Recognizes and recalls</li> </ul> <p>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</p>   |
| EXPECTATION                   | SF.2.2.A.6. | <p>Can enjoy success at simple memory games tracking a few objects or pictures.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences a. Recognizes and recalls</li> </ul> <p>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</p>   |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations  |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning  |
| INDICATOR / PROFICIENCY LEVEL | SF.2.3.     | Cognitive Flexibility   |
| OBJECTIVE                     | SF.2.3.A.   | Can Flexibly Apply Rules to Games and Behavior  |
| EXPECTATION                   | SF.2.3.A.1. | <p>Can take on a character in pretend play and sustain this role consistently for approximately 5-10 minutes with adult modeling and support.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play</li> </ul> <p>Objective 14b.5 Emerging to 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> |
| EXPECTATION                   | SF.2.3.A.2. | <p>Can enjoy games with rules and follow the rules some of the time.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences b. Makes connections</li> </ul> <p>Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support</p>  |

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| EXPECTATION                   | SF.2.3.A.3. | Can learn to follow different rules in different contexts and can do so with reminders (e.g., use indoor voices indoors but not outdoors).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 12 Remembers and connects experiences b. Makes connections<br>Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support |
| EXPECTATION                   | SF.2.3.A.4. | Can recognize when making a mistake and change approach with adult help.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 12 Remembers and connects experiences b. Makes connections<br>Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support   |
| EXPECTATION                   | SF.2.3.A.5. | Able to sort materials by two different characteristics (e.g., blocks go here, dolls go here).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 13 Uses classification skills<br>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape  |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations  |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning  |
| INDICATOR / PROFICIENCY LEVEL | SF.2.3.     | Cognitive Flexibility   |
| OBJECTIVE                     | SF.2.3.B.   | Flexible Problem Solving - Seeks Multiple Solutions to a Question, Task, or Problem   |
| EXPECTATION                   | SF.2.3.B.1. | Employs a strategy to solve a problem with adult modeling, prompting, and support.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning c. Solves problems<br>Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it   |
| EXPECTATION                   | SF.2.3.B.2. | Asks adults to solve or “fix” a problem.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning c. Solves problems<br>Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it   |

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| EXPECTATION                   | SF.2.3.B.3. | <p>Continues to become more flexible in problem-solving and thinking through alternatives (e.g., when trying to put on shoes, talks to self about what to do first. If the shoe won't easily go on one foot, he or she tries the other foot).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 11 Demonstrates positive approaches to learning c. Solves problems<br/> Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</p> |
| EXPECTATION                   | SF.2.3.B.4. | <p>After a conflict with another child, can talk about other ways the problem might have been resolved.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems<br/> Objective 3b.4 Seeks adult help to resolve social problems</p>  |
| EXPECTATION                   | SF.2.3.B.5. | <p>When faced with a problem can slow down and think through options with support from an adult (e.g., “It looks like someone is in your way. What could you do to get him to move?”).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 11 Demonstrates positive approaches to learning c. Solves problems<br/> Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</p>  |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations   |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning   |
| INDICATOR / PROFICIENCY LEVEL | SF.2.4.     | Initiative & Curiosity   |
| OBJECTIVE                     | SF.2.4.A.   | Desire to Learn—Ask Questions and Seeks New Information  |
| EXPECTATION                   | SF.2.4.A.1. | <p>Begins to ask basic “wh” questions related to the environment (e.g., “Where is Sarah going?”).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br/> Objective 11d.5 Emerging to 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>  |
| EXPECTATION                   | SF.2.4.A.2. | <p>Seeks experiences with new toys and materials (e.g., listens to stories, plays with friends at the water table, takes trips to the fire station).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br/> Objective 11d.4 Explores and investigates ways to make something happen</p>  |



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| EXPECTATION                   | SF.2.4.A.3. | <p>Generates ideas with teachers and peers with adult modeling and support.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.5 Emerging to 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>  |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations  |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning  |
| INDICATOR / PROFICIENCY LEVEL | SF.2.4.     | Initiative & Curiosity  |
| OBJECTIVE                     | SF.2.4.B.   | Desire to Learn—Interest in Challenges  |
| EXPECTATION                   | SF.2.4.B.1. | <p>Continues to ask numerous questions, which are becoming more verbally complex (e.g., asks, "How do we get to Nana's house?").</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.5 Emerging to 11d.6 Shows eagerness to learn about a variety of topics and ideas</p> |
| EXPECTATION                   | SF.2.4.B.2. | <p>Starts to demonstrate enthusiasm for new challenges and experiences.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.5 Emerging to 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>  |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations  |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning  |
| INDICATOR / PROFICIENCY LEVEL | SF.2.4.     | Initiative & Curiosity  |
| OBJECTIVE                     | SF.2.4.C.   | Independence in Learning—Plans and Initiates Projects   |
| EXPECTATION                   | SF.2.4.C.1. | <p>Begins to actively participate in classroom activities (i.e. answers questions or joins dramatic play).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.5 Emerging to 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>                       |

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| EXPECTATION                   | SF.2.4.C.2. | Chooses where to play during center time.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation<br>Objective 11d.5 Emerging to 11d.6 Shows eagerness to learn about a variety of topics and ideas  |
| EXPECTATION                   | SF.2.4.C.3. | Begins to independently select appropriate materials during specific activities (e.g., when presented with a painting project gets red and green paint).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages<br>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations   |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning   |
| INDICATOR / PROFICIENCY LEVEL | SF.2.5.     | Demonstrates Persistence   |
| OBJECTIVE                     | SF.2.5.A.   | Persists in an Activity From Start to Finish (Complete a Task)-Independently   |
| EXPECTATION                   | SF.2.5.A.1. | Persists with a wider variety of tasks, activities, and experiences with adult prompting.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning b. Persists<br>Objective 11b.4 Practices an activity many times until successful   |
| EXPECTATION                   | SF.2.5.A.2. | Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages<br>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments                          |
| EXPECTATION                   | SF.2.5.A.3. | Notes sense of accomplishment when finishing a planned activity (e.g., successfully drawing a figure).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately<br>Objective 1c.6 Demonstrates confidence in meeting own needs  |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations   |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning   |
| INDICATOR / PROFICIENCY LEVEL | SF.2.5.     | Demonstrates Persistence   |
| OBJECTIVE                     | SF.2.5.B.   | Persists in the Face of Failure  |





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| EXPECTATION                   | SF.2.5.B.1. | <p>Insists upon putting on coat independently, even though prior attempts have been unsuccessful.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u><br/> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately<br/> <b>Objective 1c.6 Demonstrates confidence in meeting own needs</b></p>  |
| EXPECTATION                   | SF.2.5.B.2. | <p>Continues to stack cups or complete a simple puzzle unsuccessfully without an emotional outburst with adult support.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u><br/> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately<br/> <b>Objective 1c.5 Emerging to 1c.6 Demonstrates confidence in meeting own needs</b></p>   |
| EXPECTATION                   | SF.2.5.B.3. | <p>Can adjust approach to a task to resolve difficulties with adult help (e.g., if teacher suggests the child rotate a puzzle piece to find a better fit).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u><br/> • Objective 11 Demonstrates positive approaches to learning c. Solves problems<br/> <b>Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</b></p>                             |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations   |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning   |
| INDICATOR / PROFICIENCY LEVEL | SF.2.6.     | Demonstrates Cooperation   |
| OBJECTIVE                     | SF.2.6.A.   | Positively Participates in Cooperative Play  |
| EXPECTATION                   | SF.2.6.A.1. | <p>Offers basic help to peers who are in need, upset, hurt, or angry (e.g., hug, comfort object, pat, encouraging word).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u><br/> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues<br/> <b>Objective 2b.4 Demonstrates concern about the feelings of others</b></p>  |
| EXPECTATION                   | SF.2.6.A.2. | <p>Attempts to give aid may not take into account the other child's characteristics or needs (e.g., offers a crying classmate his or her own stuffed animal, even though the child has another comfort object).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u><br/> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues<br/> <b>Objective 2b.4 Demonstrates concern about the feelings of others</b></p> |

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| EXPECTATION                   | SF.2.6.A.3. | <p>Begins to have real friendships, even though he or she may not understand the concept of friendship or that these relationships may not last (e.g., says “my best friends are Nathan, Sharon, Enrique, Cassidy...” and all others in his or her class).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships d. Makes friends</li> </ul> <p><b>Objective 2d.4 Plays with one or two preferred playmates</b></p> |
| EXPECTATION                   | SF.2.6.A.4. | <p>Accepts compromise when resolving conflicts if it is suggested by an adult (e.g., mom says, "Jackson, you can use that swing as soon as Sheila has finished").</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems</li> </ul> <p><b>Objective 3b.4 Seeks adult help to resolve social problems</b></p>   |
| EXPECTATION                   | SF.2.6.A.5. | <p>Seeks adults' help in resolving a conflict (e.g., goes to dad and says, "Jacob took my truck!").</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems</li> </ul> <p><b>Objective 3b.4 Seeks adult help to resolve social problems</b></p>   |
| EXPECTATION                   | SF.2.6.A.6. | <p>Continues to learn simple alternatives to aggressive ways of dealing with conflicts (e.g., trades one doll for a desired one by saying, "You have THIS dolly, okay?").</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems</li> </ul> <p><b>Objective 3b.4 Seeks adult help to resolve social problems</b></p>   |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations  |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning  |
| INDICATOR / PROFICIENCY LEVEL | SF.2.7.     | Understanding & complying with classroom rules, routines, & expectations.   |
| OBJECTIVE                     | SF.2.7.A.   | Follows Routines, Rules, and Directions   |
| EXPECTATION                   | SF.2.7.A.1. | <p>Follows classroom rules frequently</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations</li> </ul> <p><b>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</b></p>  |

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| EXPECTATION                   | SF.2.7.A.2. | Behaves appropriately within the context of the classroom routines (e.g., sits for brief periods during circle or washes hands for lunch time).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations<br>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders |
| EXPECTATION                   | SF.2.7.A.3. | Begins to anticipate the next activity in the routine (e.g., asking “Are we going outside?” during snack time).<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 12 Remembers and connects experiences b. Makes connections<br>Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support   |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations   |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning   |
| INDICATOR / PROFICIENCY LEVEL | SF.2.7.     | Understanding & complying with classroom rules, routines, & expectations.  |
| OBJECTIVE                     | SF.2.7.B.   | Demonstrates the Ability to Postpone Activity and Start Another  |
| EXPECTATION                   | SF.2.7.B.1. | Responds to visual or auditory prompts and cues to transition to the next activity with adult support.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations<br>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders  |
| EXPECTATION                   | SF.2.7.B.2. | Moves from a preferred activity to a less preferable activity with adult support and assistance.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations<br>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders  |
| EXPECTATION                   | SF.2.7.B.3. | Demonstrates the ability to stop an engaging activity to help clean up with adult support.<br><br><u><b>GOLD® Objectives for Development and Learning</b></u><br>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations<br>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders  |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations   |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning   |
| INDICATOR / PROFICIENCY LEVEL | SF.2.7.     | Understanding & complying with classroom rules, routines, & expectations.  |



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| OBJECTIVE                     | SF.2.7.C.   | Demonstrates the Ability to Adopt to New Environments with Appropriate Behaviors with Adult Support   |
| EXPECTATION                   | SF.2.7.C.1. | <p>Demonstrates comfort with the transition from home to the classroom environment (e.g., begins to calm down quicker and more frequently when parents leave).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations</li> </ul> <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>  |
| EXPECTATION                   | SF.2.7.C.2. | <p>Engages with trusted adults during transition with support and encouragement.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults</li> </ul> <p>Objective 2a.6 Manages separations without distress and engages with trusted adults</p>   |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations  |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning  |
| INDICATOR / PROFICIENCY LEVEL | SF.2.7.     | Understanding & complying with classroom rules, routines, & expectations.   |
| OBJECTIVE                     | SF.2.7.D.   | Demonstrates Appropriate Use of Materials or Belongings and Those of Others   |
| EXPECTATION                   | SF.2.7.D.1. | <p>Begins to help with clean up after activities with prompting and adult assistance.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations</li> </ul> <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>   |
| EXPECTATION                   | SF.2.7.D.2. | <p>Begins to recognize where materials belong.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations</li> </ul> <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>  |
| EXPECTATION                   | SF.2.7.D.3. | <p>Begins to understand how to use age-appropriate classroom materials with modeling and prompting. Follows adult direction and modeling for an assigned task (e.g., turning pages of book with care, then puts book back onto shelf with prompting).</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations</li> </ul> <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p> |

|                               |             |   |
|-------------------------------|-------------|---|
| EXPECTATION                   | SF.2.7.D.4. | <p>Begins to reference past knowledge to create understanding of new information through pretend play (e.g., says “This game is like the one we played in Ms. Kim’s class).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 12 Remembers and connects experiences b. Makes connections<br/> <b>Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support</b></p> |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations  |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning  |
| INDICATOR / PROFICIENCY LEVEL | SF.2.8.     | Demonstrates cognitive flexibility—Understands symbolic representation  |
| OBJECTIVE                     | SF.2.8.A.   | Represents People, Places, or Things Through Drawings, Movement, and Three Dimension Objects  |
| EXPECTATION                   | SF.2.8.A.1. | <p>Develops generic symbols for repeated drawings of common objects like sun, dog and house.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically<br/> <b>Objective 14a.4 Draws or constructs, and then identifies what it is</b></p>   |
| EXPECTATION                   | SF.2.8.A.2. | <p>Begins drawing in a more realistic manner, occasionally oscillating between realism and scribbling.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically<br/> <b>Objective 14a.4 Draws or constructs, and then identifies what it is</b></p>   |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations  |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning  |
| INDICATOR / PROFICIENCY LEVEL | SF.2.8.     | Demonstrates cognitive flexibility—Understands symbolic representation  |
| OBJECTIVE                     | SF.2.8.B.   | Engages in Pretend Play and Acts Out Roles  |
| EXPECTATION                   | SF.2.8.B.1. | <p>Identifies difference between fantasy and reality with adult support and prompting.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b><br/> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play<br/> <b>Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</b></p>   |

|                               |             |   |
|-------------------------------|-------------|---|
| EXPECTATION                   | SF.2.8.B.2. | <p>Able to act out simple roles (i.e., “Look, I am a dog, ruff, ruff”).</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play</li> </ul> <p>Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p>  |
| STRAND / TOPIC / STANDARD     | MD.SF.      | Social Foundations  |
| TOPIC / INDICATOR             | SF.2.       | Approaches to Learning & Executive Functioning  |
| INDICATOR / PROFICIENCY LEVEL | SF.2.8.     | Demonstrates cognitive flexibility—Understands symbolic representation  |
| OBJECTIVE                     | SF.2.8.C.   | Recognizes Cause and Effect   |
| EXPECTATION                   | SF.2.8.C.1. | <p>Understands explanations when concrete objects and actions support the verbal explanation, and phenomena are directly observable (e.g., "When we mix colors, we get a new color. See what color you get when you mix yellow with blue").</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.4 Explores and investigates ways to make something happen</p> |

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