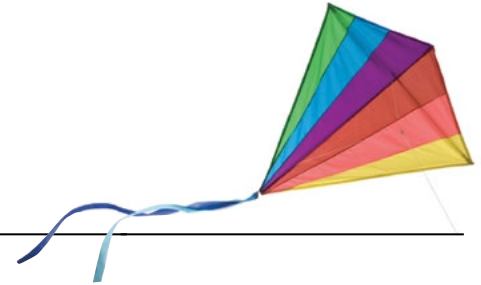




Alignment of

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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

## **Rhode Island's Early Learning and Development Standards**

**Ages Birth to 60 months, adopted 2013**

<b>DOMAIN</b>	<b>RI.48m.PH.</b>	<b>PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (48m)</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>48m.PH.1.</b>	<b>Health and Safety Practices</b>
<b>GSE STEM</b>	<b>48m.PH.1.a.</b>	<b>Children engage in structured and unstructured physical activity.</b>
<b>SPECIFIC INDICATOR</b>	<b>48m.PH.1.a.1.</b>	Carry bags or objects over short distances  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
<b>SPECIFIC INDICATOR</b>	<b>48m.PH.1.a.2.</b>	Practice kicking, throwing, and running  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills  Objective 4.6 Moves purposefully from place to place with control • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
<b>DOMAIN</b>	<b>RI.48m.PH.</b>	<b>PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (48m)</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>48m.PH.1.</b>	<b>Health and Safety Practices</b>
<b>GSE STEM</b>	<b>48m.PH.1.b.</b>	<b>Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.</b>
<b>SPECIFIC INDICATOR</b>	<b>48m.PH.1.b.1.</b>	Recognize unsafe situations and tell an adult; alert adult when another child is in a dangerous situation  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations  Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

SPECIFIC INDICATOR	48m.PH.1.b.2.	<p>Understand the difference between “safe touch” and “unsafe touch,” especially if previously instructed</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations  Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
SPECIFIC INDICATOR	48m.PH.1.b.3.	<p>Tell what the consequences are of unsafe behaviors</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations  Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
SPECIFIC INDICATOR	48m.PH.1.b.4.	<p>With adult assistance, look both ways before crossing the street</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations  Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
DOMAIN	RI.48m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (48m)
STATEMENT OF ENDURING KNOWLEDGE	48m.PH.1.	Health and Safety Practices
GSE STEM	48m.PH.1.c.	Children develop self-help skills.
SPECIFIC INDICATOR	48m.PH.1.c.1.	<p>Help with mealtime routines, such as setting a table</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.6 Demonstrates confidence in meeting own needs</p>
SPECIFIC INDICATOR	48m.PH.1.c.2.	<p>Brush their teeth with assistance from an adult</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.6 Demonstrates confidence in meeting own needs</p>
SPECIFIC INDICATOR	48m.PH.1.c.3.	<p>Wash and dry hands with verbal prompts and support</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.6 Demonstrates confidence in meeting own needs</p>



SPECIFIC INDICATOR	48m.PH.1.c.4.	<p>Attempt dressing and undressing</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>
SPECIFIC INDICATOR	48m.PH.1.c.5.	<p>Put their shoes on but may need assistance with tying them</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>
SPECIFIC INDICATOR	48m.PH.1.c.6.	<p>Choose their own clothes to wear</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>
SPECIFIC INDICATOR	48m.PH.1.c.7.	<p>Use a toilet</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>
SPECIFIC INDICATOR	48m.PH.1.c.8.	<p>Cover their mouth when coughing</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>
DOMAIN	RI.48m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (48m)
STATEMENT OF ENDURING KNOWLEDGE	48m.PH.2.	Gross Motor Development
GSE STEM	48m.PH.2.a.	Children develop large muscle control, strength, and coordination.
SPECIFIC INDICATOR	48m.PH.2.a.1.	<p>Pedal a tricycle</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 4.6 Moves purposefully from place to place with control</p>

SPECIFIC INDICATOR	48m.PH.2.a.2.	Aim and throw a ball overhand toward a target  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
SPECIFIC INDICATOR	48m.PH.2.a.3.	Bounce a ball  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
SPECIFIC INDICATOR	48m.PH.2.a.4.	Hit a stationary ball with a plastic or foam bat  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
SPECIFIC INDICATOR	48m.PH.2.a.5.	Use arms and legs in a coordinated manner to “pump” on a swing  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences
SPECIFIC INDICATOR	48m.PH.2.a.6.	Jump off a bottom step with two feet  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences
SPECIFIC INDICATOR	48m.PH.2.a.7.	Jump with two feet over small objects  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences
DOMAIN	RI.48m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (48m)
STATEMENT OF ENDURING KNOWLEDGE	48m.PH.2.	Gross Motor Development
GSE STEM	48m.PH.2.b.	Children develop traveling skills.
SPECIFIC INDICATOR	48m.PH.2.b.1.	Run up to a ball and kick it while maintaining balance  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements

SPECIFIC INDICATOR	48m.PH.2.b.2.	Walk or run around obstacles and corners  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
SPECIFIC INDICATOR	48m.PH.2.b.3.	Walk up and down stairs, alternating feet  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
SPECIFIC INDICATOR	48m.PH.2.b.4.	Understand the position or orientation of their body to other objects and people  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
DOMAIN	RI.48m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (48m)
STATEMENT OF ENDURING KNOWLEDGE	48m.PH.3.	Fine Motor Development
GSE STEM	48m.PH.3.a.	Children develop small muscle control, strength, and coordination.
SPECIFIC INDICATOR	48m.PH.3.a.1.	String small beads onto shoe laces  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
SPECIFIC INDICATOR	48m.PH.3.a.2.	Continues to fit together manipulatives and connecting toys (e.g., Legos, bristle blocks)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
SPECIFIC INDICATOR	48m.PH.3.a.3.	Use scissors with purpose  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
DOMAIN	RI.48m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (48m)
STATEMENT OF ENDURING KNOWLEDGE	48m.PH.3.	Fine Motor Development
GSE STEM	48m.PH.3.b.	Children develop writing and drawing skills.

SPECIFIC INDICATOR	48m.PH.3.b.1.	<p>Hold a regular pencil using an adult grip</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>
SPECIFIC INDICATOR	48m.PH.3.b.2.	<p>Imitate a horizontal and vertical stroke</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>
SPECIFIC INDICATOR	48m.PH.3.b.3.	<p>Imitate a drawn cross</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>
SPECIFIC INDICATOR	48m.PH.3.b.4.	<p>Imitate a drawn circle</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>
SPECIFIC INDICATOR	48m.PH.3.b.5.	<p>Write letter or numeral-like forms</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>
DOMAIN	RI.48m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (48m)</b>
STATEMENT OF ENDURING KNOWLEDGE	48m.SE.1.	<b>Relationships with Others</b>
GSE STEM	48m.SE.1.a.	<b>Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.</b>



SPECIFIC INDICATOR	48m.SE.1.a.1.	<p>Seek approval from adults</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><b>Objective 2a.6 Manages separations without distress and engages with trusted adults</b></p>
SPECIFIC INDICATOR	48m.SE.1.a.2.	<p>Separate from trusted adults with minimal distress when in familiar settings or with familiar and trusted adults</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><b>Objective 2a.6 Manages separations without distress and engages with trusted adults</b></p>
DOMAIN	RI.48m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (48m)</b>
STATEMENT OF ENDURING KNOWLEDGE	48m.SE.1.	<b>Relationships with Others</b>
GSE STEM	48m.SE.1.b.	<b>Children engage in positive relationships and interactions with other children.</b>
SPECIFIC INDICATOR	48m.SE.1.b.1.	<p>Share and take turns using materials</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><b>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</b></p>
SPECIFIC INDICATOR	48m.SE.1.b.2.	<p>Suggest solutions to conflicts, with adult guidance and assistance</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.5 Emerging to 3b.6 Suggest solutions to social problems</b></p>
SPECIFIC INDICATOR	48m.SE.1.b.3.	<p>Initiate play and conversations with other children</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.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</b></p>
SPECIFIC INDICATOR	48m.SE.1.b.4.	<p>Participate in pretend play with other children</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 b. Engages in sociodramatic play</li> </ul>



		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
SPECIFIC INDICATOR	48m.SE.1.b.5.	Express how another child or storybook character might feel  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately
SPECIFIC INDICATOR	48m.SE.1.b.6.	Notice and show concern for peers' feelings  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
SPECIFIC INDICATOR	48m.SE.1.b.7.	Comfort peers when they are hurt or upset, with adult guidance and assistance  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.3 Emerging to 2b.4 Demonstrates concern about the feelings of others
DOMAIN	RI.48m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (48m)</b>
STATEMENT OF ENDURING KNOWLEDGE	48m.SE.2.	<b>Sense of Self</b>
GSE STEM	48m.SE.2.a.	Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.
SPECIFIC INDICATOR	48m.SE.2.a.1.	Describe their own and others' personal characteristics (e.g., "My hair is red; your hair is black.")  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
SPECIFIC INDICATOR	48m.SE.2.a.2.	Understand that other people have different physical characteristics as well as different thoughts, beliefs, ideas, and feelings.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live
SPECIFIC INDICATOR	48m.SE.2.a.3.	Demonstrate an awareness of their own likes and preferences  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
DOMAIN	RI.48m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (48m)</b>

STATEMENT OF ENDURING KNOWLEDGE	48m.SE.2.	Sense of Self
GSE STEM	48m.SE.2.b.	Children develop the confidence to complete an action successfully or independently.
SPECIFIC INDICATOR	48m.SE.2.b.1.	Choose materials and activities  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.6 Demonstrates confidence in meeting own needs</b>
SPECIFIC INDICATOR	48m.SE.2.b.2.	Participate in new experiences with confidence and independence (e.g., selecting more challenging puzzles)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.6 Demonstrates confidence in meeting own needs</b>
DOMAIN	RI.48m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (48m)</b>
STATEMENT OF ENDURING KNOWLEDGE	48m.SE.3.	Self-regulation
GSE STEM	48m.SE.3.a.	Children develop the ability to express and regulate their own emotions.
SPECIFIC INDICATOR	48m.SE.3.a.1.	Are increasingly able to regulate their impulses in certain situations (e.g., waiting their turn for a favored toy)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <b>Objective 1a.6 Is able to look at a situation differently or delay gratification</b>
SPECIFIC INDICATOR	48m.SE.3.a.2.	Can express emotions using words, signs, or other communication methods  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <b>Objective 1a.6 Is able to look at a situation differently or delay gratification</b>
SPECIFIC INDICATOR	48m.SE.3.a.3.	Take pride in their accomplishments  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.6 Demonstrates confidence in meeting own needs</b>

SPECIFIC INDICATOR	48m.SE.3.a.4.	Continue to use physical ways of expressing themselves when their feelings are intense (e.g., throwing things, pounding)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification
DOMAIN	RI.48m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (48m)</b>
STATEMENT OF ENDURING KNOWLEDGE	48m.SE.3.	Self-regulation
GSE STEM	48m.SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	48m.SE.3.b.1.	Usually follow classroom rules and expectations  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
SPECIFIC INDICATOR	48m.SE.3.b.2.	Adjust to changes in routines and activities  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
SPECIFIC INDICATOR	48m.SE.3.b.3.	Ask or wait for adult permission before doing something they are unsure about  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
SPECIFIC INDICATOR	48m.SE.3.b.4.	Use materials with purpose, safety, and respect  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
SPECIFIC INDICATOR	48m.SE.3.b.5.	Can delay having desires met (e.g., agreeing to the use of a timer to indicate their turn for a computer)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification

SPECIFIC INDICATOR	48m.SE.3.b.6.	<p>Stop an engaging activity to transition to another less desirable activity with adult guidance and support</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>
DOMAIN	RI.48m.LD.	LANGUAGE DEVELOPMENT (LD) (48m)
STATEMENT OF ENDURING KNOWLEDGE	48m.LD.1.	Receptive Language
GSE STEM	48m.LD.1.a.	Young children attend to, understand, and respond to increasingly complex language.
SPECIFIC INDICATOR	48m.LD.1.a.1.	<p>Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge</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>
SPECIFIC INDICATOR	48m.LD.1.a.2.	<p>Demonstrate an understanding of conversations by responding to questions and prompts</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>
SPECIFIC INDICATOR	48m.LD.1.a.3.	<p>Demonstrate an understanding of several hundred words in their home language, including those relating to objects, actions, and attributes encountered in both real and symbolic contexts (conversations and texts)</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>
SPECIFIC INDICATOR	48m.LD.1.a.4.	<p>Distinguish between real and made-up words</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.5 Emerging to 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>

SPECIFIC INDICATOR	48m.LD.1.a.5.	<p>Understand increasingly longer and complex sentences, including sentences with two or more phrases or ideas</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 8 Listens to and understands increasingly complex language a. Comprehends language</p> <p>Objective 8a.7 Emerging to 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>
SPECIFIC INDICATOR	48m.LD.1.a.6.	<p>Follow directions that involve multiple steps (e.g., “Please, would you get the sponge, dampen it with water, and clean your table top?”)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 8 Listens to and understands increasingly complex language b. Follows directions</p> <p>Objective 8b.8 Follows detailed, instructional, multistep directions</p>
DOMAIN	RI.48m.LD.	LANGUAGE DEVELOPMENT (LD) (48m)
STATEMENT OF ENDURING KNOWLEDGE	48m.LD.2.	Expressive Language
GSE STEM	48m.LD.2.a.	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.
SPECIFIC INDICATOR	48m.LD.2.a.1.	<p>Communicate clearly enough to be understood by unfamiliar listeners but may make some pronunciation errors</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs b. Speaks clearly</p> <p>Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words</p>
SPECIFIC INDICATOR	48m.LD.2.a.2.	<p>Pronounce new, long, or unusual words if they have modeling and support</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs b. Speaks clearly</p> <p>Objective 9b.7 Emerging to 9b.8 Pronounces multisyllabic or unusual words correctly; speaks audibly</p>

SPECIFIC INDICATOR	48m.LD.2.a.3.	<p>Use a variety of vocabulary words, including words to express emotions, to talk about position and direction, to describe relations between objects, to describe actions, and to express needs</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</p> <p><b>Objective 9a.6 Describes and tells the use of many familiar items</b></p>
SPECIFIC INDICATOR	48m.LD.2.a.4.	<p>Demonstrate an understanding of the meaning of words by describing the use of familiar objects, talking about categories of objects, using several words to explain the same idea (i.e., synonyms), and relating words to their opposites</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</p> <p><b>Objective 9a.6 Describes and tells the use of many familiar items</b></p>
SPECIFIC INDICATOR	48m.LD.2.a.5.	<p>Determine, with modeling and support, the meanings of unknown words by asking questions or using contextual clues, such as pictures that accompany text</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</p> <p><b>Objective 9a.5 Emerging to 9a.6 Describes and tells the use of many familiar items</b></p>
SPECIFIC INDICATOR	48m.LD.2.a.6.	<p>Experiment with using new words in conversation</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</p> <p><b>Objective 9a.6 Describes and tells the use of many familiar items</b></p>
SPECIFIC INDICATOR	48m.LD.2.a.7.	<p>Use longer, more increasingly complex sentences, including complete four- to six-word sentences</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u>  • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar</p> <p><b>Objective 9c.6 Uses complete, four- to six-word sentences</b></p>

SPECIFIC INDICATOR	48m.LD.2.a.8.	<p>Use, with modeling and support, more complex grammar and parts of speech, including common prepositions, regular plural nouns, correct subject- verb agreement, pronouns, and possessives</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 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>
SPECIFIC INDICATOR	48m.LD.2.a.9.	<p>Continue to ask “who,” “what,” “why,” and “where” questions</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>Objective 9a.6 Describes and tells the use of many familiar items</p>
DOMAIN	RI.48m.LD.	LANGUAGE DEVELOPMENT (LD) (48m)
STATEMENT OF ENDURING KNOWLEDGE	48m.LD.3.	Pragmatics
GSE STEM	48m.LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	48m.LD.3.a.1.	<p>Demonstrate an understanding of nonverbal cues (e.g., eye contact, distance from partner, and facial expressions) and the ability to use them</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></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.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
SPECIFIC INDICATOR	48m.LD.3.a.2.	<p>Use appropriate volume and intonation when speaking in a variety of social situations</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></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.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>

SPECIFIC INDICATOR	48m.LD.3.a.3.	<p>Follow commonly accepted norms of communication in group settings, with support and modeling (e.g., responding appropriately to such direction as “Only one child speaks at once; raise your hand.”)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective of language</li> </ul> <p><b>Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</b></p>
SPECIFIC INDICATOR	48m.LD.3.a.4.	<p>Engage, with support and modeling, in conversations of at least three turns, with each exchange relating to and building upon what was said previously</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 10 Uses appropriate conversational and other communication skills a.</li> </ul> <p><b>Engages in conversations</b></p> <p><b>Objective 10a.5 Emerging to 10a.6 Engages in conversations of at least three exchanges</b></p>
DOMAIN	RI.48m.LD.	<b>LANGUAGE DEVELOPMENT (LD) (48m)</b>
STATEMENT OF ENDURING KNOWLEDGE	48m.LD.4.	<b>Language Development of Dual Language Learners</b>
GSE STEM	48m.LD.4.a.	<b>Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.</b>
SPECIFIC INDICATOR	48m.LD.4.a.1.	<p>Demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activities</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 37 Demonstrates progress in listening to and understanding English</li> </ul> <p><b>Objective 37.8 Understands increasingly complex English phrases used by adults and children</b></p>
SPECIFIC INDICATOR	48m.LD.4.a.2.	<p>Demonstrate an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 37 Demonstrates progress in listening to and understanding English</li> </ul> <p><b>Objective 37.8 Understands increasingly complex English phrases used by adults and children</b></p>



SPECIFIC INDICATOR	48m.LD.4.a.3.	<p>Follow directions that involve a one- or two-step sequence, relying less on contextual cues</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 37 Demonstrates progress in listening to and understanding English</p> <p><b>Objective 37.8 Understands increasingly complex English phrases used by adults and children</b></p>
DOMAIN	RI.48m.LD.	<b>LANGUAGE DEVELOPMENT (LD) (48m)</b>
STATEMENT OF ENDURING KNOWLEDGE	48m.LD.4.	<b>Language Development of Dual Language Learners</b>
GSE STEM	48m.LD.4.b.	<b>Young children become increasingly proficient in expressing their thoughts and ideas in English.</b>
SPECIFIC INDICATOR	48m.LD.4.b.1.	<p>Demonstrate increasing reliance on verbal communication in English to be understood by others</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 38 Demonstrates progress in speaking English</p> <p><b>Objective 38.6 Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase</b></p>
SPECIFIC INDICATOR	48m.LD.4.b.2.	<p>Use new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 38 Demonstrates progress in speaking English</p> <p><b>Objective 38.8 Uses increasingly complex grammar in English; makes some mistakes typical of young children</b></p>
SPECIFIC INDICATOR	48m.LD.4.b.3.	<p>Sustain a conversation in English with increasingly complex syntax, adding conjunctions, subject-verb-object patterns, and other more advanced elements of English sentence construction</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 38 Demonstrates progress in speaking English</p> <p><b>Objective 38.8 Uses increasingly complex grammar in English; makes some mistakes typical of young children</b></p>

SPECIFIC INDICATOR	48m.LD.4.b.4.	Expand their use of different forms of grammar in English (e.g., plurals; possessive pronouns; simple past-tense verbs), sometimes with errors  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 38 Demonstrates progress in speaking English <b>Objective 38.8 Uses increasingly complex grammar in English; makes some mistakes typical of young children</b>
SPECIFIC INDICATOR	48m.LD.4.b.5.	Use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 38 Demonstrates progress in speaking English <b>Objective 38.8 Uses increasingly complex grammar in English; makes some mistakes typical of young children</b>
DOMAIN	RI.48m.L.	<b>LITERACY (L) (48m)</b>
STATEMENT OF ENDURING KNOWLEDGE	48m.L.1.	<b>Phonological Awareness</b>
GSE STEM	48m.L.1.a.	<b>Children notice and discriminate the sounds of spoken language.</b>
SPECIFIC INDICATOR	48m.L.1.a.1.	Demonstrate an awareness of words as separate units  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound  <b>Objective 15c.2 Shows awareness of separate words in sentences</b>
SPECIFIC INDICATOR	48m.L.1.a.2.	Identify whether two words rhyme  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <b>Objective 15a.6 Decides whether two words rhyme</b>
SPECIFIC INDICATOR	48m.L.1.a.3.	Engage in rhyming games and songs; can complete a familiar rhyme  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <b>Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously</b>

SPECIFIC INDICATOR	48m.L.1.a.4.	Orally blend and segment familiar compound words, with modeling and support  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound  Objective 15c.5 Emerging to 15c.6 Verbally blends and separates onset and rime in one-syllable words
SPECIFIC INDICATOR	48m.L.1.a.5.	Comprehend and use new words introduced within thematic units, stories, and daily activities  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language  Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
DOMAIN	RI.48m.L.	LITERACY (L) (48m)
STATEMENT OF ENDURING KNOWLEDGE	48m.L.2.	Alphabet Knowledge
GSE STEM	48m.L.2.a.	Children recognize and identify letters and make letter-sound connections.
SPECIFIC INDICATOR	48m.L.2.a.1.	Recognize and name some letters of the alphabet, especially those in their own name as well as letters that occur frequently in environmental print  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name
SPECIFIC INDICATOR	48m.L.2.a.2.	Produce the sound for some of the letters they recognize  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.4 Produces the correct sounds for 10–20 letters
SPECIFIC INDICATOR	48m.L.2.a.3.	Recognize, with modeling and support, their own name or other common words in print  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name

SPECIFIC INDICATOR	48m.L.2.a.4.	<p>Recognize words that start with the same letter as their name</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters</li> </ul> <p><b>Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name</b></p>
DOMAIN	RI.48m.L.	LITERACY (L) (48m)
STATEMENT OF ENDURING KNOWLEDGE	48m.L.3.	Print Knowledge
GSE STEM	48m.L.3.a.	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR	48m.L.3.a.1.	<p>Hold a book in correct orientation and turn pages from front to back, usually one at a time</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.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</b></p>
SPECIFIC INDICATOR	48m.L.3.a.2.	<p>Demonstrate an understanding that print carries meaning and can be read (e.g., dictating words to adults, recognizing their own name or a sibling's name, pointing to a street sign and asking an adult, "What does that say?")</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>
SPECIFIC INDICATOR	48m.L.3.a.3.	<p>Imitate the act of reading a book and demonstrate appropriate book-handling skills</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 b. Uses emergent reading skills</li> </ul> <p><b>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</b></p>
SPECIFIC INDICATOR	48m.L.3.a.4.	<p>Handle and care for books in a respectful manner</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.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</b></p>
DOMAIN	RI.48m.L.	LITERACY (L) (48m)

STATEMENT OF ENDURING KNOWLEDGE	48m.L.4.	Comprehension and Interest
GSE STEM	48m.L.4.a.	Children show interest and an understanding of a variety of literacy experiences.
SPECIFIC INDICATOR	48m.L.4.a.1.	<p>Enjoy and ask to engage in book reading, book writing, or other literacy-related activities</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.4 Asks and answers questions about the text; refers to pictures</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>
SPECIFIC INDICATOR	48m.L.4.a.2.	<p>Explore a variety of literary genres, such as fiction, fantasy, informational texts</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.8 Uses various types of books for their intended purposes</p>
SPECIFIC INDICATOR	48m.L.4.a.3.	<p>Share opinions about what they did or did not like about a book or 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.4 Asks and answers questions about the text; refers to pictures</p>
SPECIFIC INDICATOR	48m.L.4.a.4.	<p>With assistance and support, engage in writing activities (e.g., labeling a picture)</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.5 Emerging to 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message</p>
SPECIFIC INDICATOR	48m.L.4.a.5.	<p>Begin to understand the sequence of 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.5 Emerging to 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>

SPECIFIC INDICATOR	48m.L.4.a.6.	<p>With support, retell or reenact familiar stories with pictures or props as prompts</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 c. Retells stories and recounts details from informational texts</li> </ul> <p>Objective 118c.3 Emerging to 8c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</p>
SPECIFIC INDICATOR	48m.L.4.a.7.	<p>Ask and answer questions about main characters or events in a familiar story</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>
SPECIFIC INDICATOR	48m.L.4.a.8.	<p>With modeling and support, make predictions about what might happen next in a story and determine if their predictions were confirmed</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>
SPECIFIC INDICATOR	48m.L.4.a.9.	<p>With modeling and support, demonstrate knowledge from informational texts</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.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures</p>
SPECIFIC INDICATOR	48m.L.4.a.10.	<p>Respond to the question “what made you think so?” in response to their ideas about books and stories, with more depth and detail</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>
DOMAIN	RI.48m.L.	LITERACY (L) (48m)
STATEMENT OF ENDURING KNOWLEDGE	48m.L.5.	Literacy Development for Dual Language Learners
GSE STEM	48m.L.5.a.	Children become increasingly engaged in literacy experiences in English.

SPECIFIC INDICATOR	48m.L.5.a.1.	<p>Participate in reading activities, using a variety of genres that are written in English</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 37 Demonstrates progress in listening to and understanding English</li> </ul> <p>Objective 37.8 Understands increasingly complex English phrases used by adults and children</p>
SPECIFIC INDICATOR	48m.L.5.a.2.	<p>Choose to read familiar books written in English with increasing independence and to talk about the books in English</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 37 Demonstrates progress in listening to and understanding English</li> </ul> <p>Objective 37.8 Understands increasingly complex English phrases used by adults and children</p> <p>38 Demonstrates progress in speaking English</p> <p>Objective 38.8 Uses increasingly complex grammar in English; makes some mistakes typical of young children</p>
SPECIFIC INDICATOR	48m.L.5.a.3.	<p>Engage in extended conversations in English about stories</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 37 Demonstrates progress in listening to and understanding English</li> </ul> <p>Objective 37.8 Understands increasingly complex English phrases used by adults and children</p> <p>38 Demonstrates progress in speaking English</p> <p>Objective 38.8 Uses increasingly complex grammar in English; makes some mistakes typical of young children</p>
SPECIFIC INDICATOR	48m.L.5.a.4.	<p>Retell in English the majority of a story read or told in English</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <p>38 Demonstrates progress in speaking English</p> <p>Objective 38.8 Uses increasingly complex grammar in English; makes some mistakes typical of young children</p>
DOMAIN	RI.48m.L.	LITERACY (L) (48m)
STATEMENT OF ENDURING KNOWLEDGE	48m.L.6.	Emergent Writing
GSE STEM	48m.L.6.a.	Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.

SPECIFIC INDICATOR	48m.L.6.a.1.	Understand that writing carries a message and use scribbles, shapes, letter-like symbols, letters, and numerals to write or represent words or ideas  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
SPECIFIC INDICATOR	48m.L.6.a.2.	With modeling and support, write some letters  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
SPECIFIC INDICATOR	48m.L.6.a.3.	With modeling and support, write numerals one through nine  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.10 Writes partially accurate first name • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
DOMAIN	RI.48m.L.	LITERACY (L) (48m)
STATEMENT OF ENDURING KNOWLEDGE	48m.L.6.	Emergent Writing
GSE STEM	48m.L.6.b.	Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing
SPECIFIC INDICATOR	48m.L.6.b.1.	Use letter-like symbols to create written materials during play or to express an idea  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message



SPECIFIC INDICATOR	48m.L.6.b.2.	<p>Use writing tools and materials in various centers or learning environments (e.g., dramatic play, block area, science center)</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> <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.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>
SPECIFIC INDICATOR	48m.L.6.b.3.	<p>Dictate ideas, sentences, and stories</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>
SPECIFIC INDICATOR	48m.L.6.b.4.	<p>With modeling and support, discuss or answer questions about their writing and drawings</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>
DOMAIN	RI.48m.CD.	COGNITIVE DEVELOPMENT (CD) (48m)
STATEMENT OF ENDURING KNOWLEDGE	48m.CD.1.	Logic and Reasoning
GSE STEM	48m.CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	48m.CD.1.a.1.	<p>Use previous experiences to make plans before attempting to solve some problems (e.g., using a wagon to gather toys into one spot rather than trying to carry them all by hand)</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>
SPECIFIC INDICATOR	48m.CD.1.a.2.	<p>Solve simple problems without trying every possibility (e.g., putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn't topple)</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> </ul> <p>Objective 11c.6 Solves problems without having to try every possibility</p>

SPECIFIC INDICATOR	48m.CD.1.a.3.	<p>Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., rolling two different cars down a ramp and observing the different distances traveled)</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.4 Explores and investigates ways to make something happen</p>
SPECIFIC INDICATOR	48m.CD.1.a.4.	<p>Sort objects and then count and compare the groups formed</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>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
DOMAIN	RI.48m.CD.	COGNITIVE DEVELOPMENT (CD) (48m)
STATEMENT OF ENDURING KNOWLEDGE	48m.CD.2.	Memory and Working Memory
GSE STEM	48m.CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	48m.CD.2.a.1.	<p>Communicate with some detail about events that happened in the past</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 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>
SPECIFIC INDICATOR	48m.CD.2.a.2.	<p>With support, retell or reenact familiar stories, including such details as characters, phrases, and events</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>Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</p>
SPECIFIC INDICATOR	48m.CD.2.a.3.	<p>Put several objects or groups in order by a quantitative attributes (number, length, etc.)</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>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>

SPECIFIC INDICATOR	48m.CD.2.a.4.	<p>Solve simple word problems with totals of five or fewer items (e.g., concluding that they have a total of four pencils if they already have three and are given one more)</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>
SPECIFIC INDICATOR	48m.CD.2.a.5.	<p>Successfully follow three-step directions</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></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.7 Emerging to 8b.8 Follows detailed, instructional, multistep directions</p>
DOMAIN	RI.48m.CD.	<b>COGNITIVE DEVELOPMENT (CD) (48m)</b>
STATEMENT OF ENDURING KNOWLEDGE	48m.CD.3.	<b>Attention and Inhibitory Control</b>
GSE STEM	48m.CD.3.a.	<b>Children’s skills increase in filtering impulses and sustaining attention on a task.</b>
SPECIFIC INDICATOR	48m.CD.3.a.1.	<p>With adult support, avoid imitating the negative behavior of another child</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>
SPECIFIC INDICATOR	48m.CD.3.a.2.	<p>With adult reminders, wait to communicate information in a group</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.4 Take turns</p>
SPECIFIC INDICATOR	48m.CD.3.a.3.	<p>Focus on increasingly complex topics for longer periods of time</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 a. Attends and engages</li> </ul> <p>Objective 11a.5 Emerging to 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>

SPECIFIC INDICATOR	48m.CD.3.a.4.	Return to complete a task if interrupted  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
SPECIFIC INDICATOR	48m.CD.3.a.5.	Count only those objects in a group that have a specific attribute (e.g., all of the red cars in a picture)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
SPECIFIC INDICATOR	48m.CD.3.a.6.	Solve simple arithmetic problems  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations b. Quantifies  Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
SPECIFIC INDICATOR	48m.CD.3.a.7.	Build block buildings and include such structural features as arches and ramps  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically  Objective 14a.4 Draws or constructs, and then identifies what it is
DOMAIN	RI.48m.CD.	<b>COGNITIVE DEVELOPMENT (CD) (48m)</b>
STATEMENT OF ENDURING KNOWLEDGE	48m.CD.4.	<b>Cognitive Flexibility</b>
GSE STEM	48m.CD.4.a.	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.
SPECIFIC INDICATOR	48m.CD.4.a.1.	Require minimal adult support to transition from one activity to another (e.g., moving from computer to circle time)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

SPECIFIC INDICATOR	48m.CD.4.a.2.	<p>Understand that different contexts may require different behaviors (e.g., taking off shoes when entering their house but leaving them on when entering the classroom)</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>
SPECIFIC INDICATOR	48m.CD.4.a.3.	<p>Generate a new approach or change their plan of action if a better alternative is found or suggested (e.g., accepting a suggestion to secure a tower's greater stability by building it on the floor rather than on a thick rug)</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 e. Shows flexibility and inventiveness in thinking</li> </ul> <p>Objective 11e.6 Changes plans if a better idea is thought of or proposed</p>
SPECIFIC INDICATOR	48m.CD.4.a.4.	<p>Continue to count when another item is added to a set</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.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>
SPECIFIC INDICATOR	48m.CD.4.a.5.	<p>Understand that not all children want the same things</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 b. Responds to emotional cues</li> </ul> <p>Objective 2b.8 Recognizes that others' feelings about a situation might be different from his own</p>
DOMAIN	RI.48m.M.	MATHEMATICS (M) (48m)
STATEMENT OF ENDURING KNOWLEDGE	48m.M.1.	Number Sense and Quantity
GSE STEM	48m.M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
SPECIFIC INDICATOR	48m.M.1.a.1.	<p>Quickly name the number in a group of objects, up to four</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 b. Quantifies</li> </ul> <p>Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>



SPECIFIC INDICATOR	48m.M.1.a.2.	Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations a. Counts 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
SPECIFIC INDICATOR	48m.M.1.a.3.	Use strategies to accurately count sets of up to 10 objects  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations a. Counts 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
SPECIFIC INDICATOR	48m.M.1.a.4.	Understand that the last number counted represents the number of objects in a set  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations a. Counts 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
SPECIFIC INDICATOR	48m.M.1.a.5.	Associate a quantity with a written numeral up to five  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects
SPECIFIC INDICATOR	48m.M.1.a.6.	Recognize and write some numerals up to 10  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.5 Emerging to 20c.6 Identifies numerals to 10 by name and connects each to counted objects
DOMAIN	RI.48m.M.	MATHEMATICS (M) (48m)
STATEMENT OF ENDURING KNOWLEDGE	48m.M.2.	Number Relationships and Operations
GSE STEM	48m.M.2.a.	Children learn to use numbers to compare quantities and solve problems.

SPECIFIC INDICATOR	48m.M.2.a.1.	<p>Understand that an entire set of objects is more than its parts when the set is divided into smaller groups</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>
SPECIFIC INDICATOR	48m.M.2.a.2.	<p>Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five</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>
SPECIFIC INDICATOR	48m.M.2.a.3.	<p>Use one-to-one correspondence to compare small sets of similar objects</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></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>
DOMAIN	RI.48m.M.	MATHEMATICS (M) (48m)
STATEMENT OF ENDURING KNOWLEDGE	48m.M.3.	Classification and Patterning
GSE STEM	48m.M.3.a.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	48m.M.3.a.1.	<p>Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small)</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>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
SPECIFIC INDICATOR	48m.M.3.a.2.	<p>Classify everyday objects that go together (e.g., mittens, hats, coats)</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>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>



SPECIFIC INDICATOR	48m.M.3.a.3.	Demonstrate recognition of a simple, repeating pattern  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 23 Demonstrates knowledge of patterns <b>Objective 23.4 Copies simple repeating patterns</b>
SPECIFIC INDICATOR	48m.M.3.a.4.	Replicate, complete, and extend repeating patterns  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 23 Demonstrates knowledge of patterns <b>Objective 23.6 Extends and creates simple repeating patterns</b>
SPECIFIC INDICATOR	48m.M.3.a.5.	Recognize, name, and extend basic growing (or enlarging) patterns (e.g., “one more”)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 23 Demonstrates knowledge of patterns <b>Objective 23.8 Recognizes, creates, and explains more complex repeating and simple growing patterns</b>
DOMAIN	RI.48m.M.	<b>MATHEMATICS (M) (48m)</b>
STATEMENT OF ENDURING KNOWLEDGE	48m.M.4.	<b>Measurement, Comparison, and Ordering</b>
GSE STEM	48m.M.4.a.	<b>Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.</b>
SPECIFIC INDICATOR	48m.M.4.a.1.	Compare two small sets of objects (five or fewer)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 22 Compares and measures a. Measures objects <b>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</b>
SPECIFIC INDICATOR	48m.M.4.a.2.	Make small series of objects (e.g., putting three or four objects in order by length)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 22 Compares and measures a. Measures objects <b>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</b>
SPECIFIC INDICATOR	48m.M.4.a.3.	Recognize differences in measureable attributes by direct-comparison measuring (e.g., when trying to pour the same amount of juice into three cups, looking to see if one cup has more than the others)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 22 Compares and measures a. Measures objects <b>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</b>



SPECIFIC INDICATOR	48m.M.4.a.4.	<p>Use multiple copies of the same unit to measure (e.g., seeing how many “building blocks high” a pillow fort is)</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>Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
SPECIFIC INDICATOR	48m.M.4.a.5.	<p>Use comparative language (e.g., “shortest,” “heavier,” “biggest”)</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>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
DOMAIN	RI.48m.M.	<b>MATHEMATICS (M) (48m)</b>
STATEMENT OF ENDURING KNOWLEDGE	48m.M.5.	<b>Geometry and Spatial Sense</b>
GSE STEM	48m.M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	48m.M.5.a.1.	<p>Build familiar two-dimensional shapes from components or parts (e.g., using a set of circle, rectangle, and line shapes to create an image of a snowman)</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>Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
SPECIFIC INDICATOR	48m.M.5.a.2.	<p>Combine and separate shapes to make designs or pictures (e.g., completing shape puzzles)</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>Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>

SPECIFIC INDICATOR	48m.M.5.a.3.	<p>Build simple examples of buildings, structures, or areas (e.g., their classroom or playground) with three-dimensional shapes, such as building blocks</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.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
SPECIFIC INDICATOR	48m.M.5.a.4.	<p>Name familiar two- dimensional shapes (circle, triangle, square, rectangle), regardless of their size or orientation</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>
SPECIFIC INDICATOR	48m.M.5.a.5.	<p>Use basic language to describe their location (e.g., “I am under the bed.)</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.4 Follows simple directions related to proximity (beside, between, next to)</p>
SPECIFIC INDICATOR	48m.M.5.a.6.	<p>Correctly follow directions involving their own positions in space (e.g., “move forward,” “sit behind,” etc.)</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.4 Follows simple directions related to proximity (beside, between, next to)</p>
DOMAIN	RI.48m.S.	SCIENCE (S) (48m)
STATEMENT OF ENDURING KNOWLEDGE	48m.S.1.	Scientific Inquiry and Application
GSE STEM	48m.S.1.a.	Children learn to plan for and carry out investigations and collect, evaluate, and communicate information.
SPECIFIC INDICATOR	48m.S.1.a.1.	<p>Make increasingly complex observations about objects and events in their environment (e.g., noticing patterns in events or identifying attributes of objects that are similar and/or different)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 24 Uses scientific inquiry skills</li> </ul>

SPECIFIC INDICATOR	48m.S.1.a.2.	Make simple predictions and plans to carry out investigations  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills
SPECIFIC INDICATOR	48m.S.1.a.3.	Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., changing the size and/or orientation of blocks used when attempting to build a tall structure that doesn't fall down)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills
SPECIFIC INDICATOR	48m.S.1.a.4.	Demonstrate an understanding that tools can be used to gather information and investigate materials (e.g., placing objects on a balance scale to see which is heavier)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 28 Uses tools and other technology to perform tasks
DOMAIN	RI.48m.S.	SCIENCE (S) (48m)
STATEMENT OF ENDURING KNOWLEDGE	48m.S.2.	Knowledge of Science Concepts
GSE STEM	48m.S.2.a.	Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.
SPECIFIC INDICATOR	48m.S.2.a.1.	Demonstrate an understanding of the differences between living and non-living things  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 25 Demonstrates knowledge of the characteristics of living things
SPECIFIC INDICATOR	48m.S.2.a.2.	Describe how living things change over time  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 25 Demonstrates knowledge of the characteristics of living things
SPECIFIC INDICATOR	48m.S.2.a.3.	Understand the characteristics of and differences between habitats for people and habitats for animals  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 25 Demonstrates knowledge of the characteristics of living things
SPECIFIC INDICATOR	48m.S.2.a.4.	Investigate the properties of natural elements and provide simple descriptions  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 27 Demonstrates knowledge of Earth's environment



SPECIFIC INDICATOR	48m.S.2.a.5.	Use observable characteristics to describe and categorize physical objects and materials based on differences or similarities  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
DOMAIN	RI.48m.SS.	<b>SOCIAL STUDIES (SS) (48m)</b>
STATEMENT OF ENDURING KNOWLEDGE	48m.SS.1.	<b>Self, Family, and Community</b>
GSE STEM	48m.SS.1.a.	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
SPECIFIC INDICATOR	48m.SS.1.a.1.	Share information about their family and community  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
SPECIFIC INDICATOR	48m.SS.1.a.2.	Demonstrate an awareness of and appreciation for family and cultural stories  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live
SPECIFIC INDICATOR	48m.SS.1.a.3.	Create art that contains realistic elements (e.g., pointing to one of their drawings and saying, “This is our house.”)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self • Objective 33 Explores the visual arts
SPECIFIC INDICATOR	48m.SS.1.a.4.	Demonstrate an awareness of group rules and the outcomes of choices  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others  <b>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</b>
SPECIFIC INDICATOR	48m.SS.1.a.5.	Demonstrate an understanding of the rights and responsibilities in a group (e.g., following simple classroom rules, participating in classroom clean-up)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others  <b>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</b>

SPECIFIC INDICATOR	48m.SS.1.a.6.	Engage in pretend play using objects as representations of something else (e.g., string as a fireman's hose or an empty plate that serves "dinner")  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
SPECIFIC INDICATOR	48m.SS.1.a.7.	Identify and ask questions about similarities and differences between personal, family, and cultural characteristics  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live
SPECIFIC INDICATOR	48m.SS.1.a.8.	Demonstrate an awareness of and appreciation for personal characteristics (e.g., saying "That man is nice," or "She has red hair.")  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live
DOMAIN	RI.48m.SS.	<b>SOCIAL STUDIES (SS) (48m)</b>
STATEMENT OF ENDURING KNOWLEDGE	48m.SS.2.	History and Geography
GSE STEM	48m.SS.2.a.	Children understand concept of time (past, present, and future) and place.
SPECIFIC INDICATOR	48m.SS.2.a.1.	Communicate about personal history (e.g., "When I was little . . .")  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
SPECIFIC INDICATOR	48m.SS.2.a.2.	Use such words as "today" or "day" and "night"  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 31 Explores change related to familiar people or places
SPECIFIC INDICATOR	48m.SS.2.a.3.	Communicate with increasing specificity about the location of objects and areas at school and home  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 32 Demonstrates simple geographic knowledge
DOMAIN	RI.48m.CA.	<b>CREATIVE ARTS (CA) (48m)</b>
STATEMENT OF ENDURING KNOWLEDGE	48m.CA.1.	Experimentation and Participation in the Creative Arts
GSE STEM	48m.CA.1.a.	Children gain appreciation for and participate in the creative arts.

SPECIFIC INDICATOR	48m.CA.1.a.1.	<p>Express preferences for some different types of art, music, and drama</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 33 Explores the visual arts</li> <li>• Objective 34 Explores musical concepts and expression</li> <li>• Objective 36 Explores drama through actions and language</li> </ul>
SPECIFIC INDICATOR	48m.CA.1.a.2.	<p>Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 33 Explores the visual arts</li> <li>• Objective 34 Explores musical concepts and expression</li> <li>• Objective 36 Explores drama through actions and language</li> </ul>
SPECIFIC INDICATOR	48m.CA.1.a.3.	<p>Notice and communicate about art, music, and drama</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 33 Explores the visual arts</li> <li>• Objective 34 Explores musical concepts and expression</li> <li>• Objective 36 Explores drama through actions and language</li> </ul>
SPECIFIC INDICATOR	48m.CA.1.a.4.	<p>Explore musical instruments and use them to produce rhythms and tones</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>
SPECIFIC INDICATOR	48m.CA.1.a.5.	<p>Mold and build with dough and clay and then identify and sometimes name their creation (e.g., “I made a dog and his name is Spot.”)</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> <li>Objective 14a.4 Draws or constructs, and then identifies what it is</li> <li>• Objective 33 Explores the visual arts</li> </ul>
SPECIFIC INDICATOR	48m.CA.1.a.6.	<p>Act out the plots and characters found in familiar stories</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 b. Engages in sociodramatic play</li> <li>Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</li> <li>• Objective 36 Explores drama through actions and language</li> </ul>

SPECIFIC INDICATOR	48m.CA.1.a.7.	<p>Participate in pretend play with other children</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> <ul style="list-style-type: none"> <li>• Objective 36 Explores drama through actions and language</li> </ul>
SPECIFIC INDICATOR	48m.CA.1.a.8.	<p>Choose their own art for display in the classroom or for inclusion in a portfolio or book and briefly explain their choice</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 33 Explores the visual arts</li> </ul>
DOMAIN	RI.60m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (60m)
STATEMENT OF ENDURING KNOWLEDGE	60m.PH.1.	Health and Safety Practices
GSE STEM	60m.PH.1.a.	Children engage in structured and unstructured physical activity.
SPECIFIC INDICATOR	60m.PH.1.a.1.	<p>Increase their amount of play and activity, using more muscles and for longer periods of time (i.e., at least 60 minutes total each day)</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>
DOMAIN	RI.60m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (60m)
STATEMENT OF ENDURING KNOWLEDGE	60m.PH.1.	Health and Safety Practices
GSE STEM	60m.PH.1.b.	Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.
SPECIFIC INDICATOR	60m.PH.1.b.1.	<p>Follow safety rules with adult assistance</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>

SPECIFIC INDICATOR	60m.PH.1.b.2.	<p>Recognize symbols or signs for danger (e.g., poison labels) and avoid those objects or areas</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>
SPECIFIC INDICATOR	60m.PH.1.b.3.	<p>Follow emergency routines after adult instruction</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>
SPECIFIC INDICATOR	60m.PH.1.b.4.	<p>Understand the consequences of not following rules related to safety</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>
DOMAIN	RI.60m.PH.	<b>PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (60m)</b>
STATEMENT OF ENDURING KNOWLEDGE	60m.PH.1.	<b>Health and Safety Practices</b>
GSE STEM	60m.PH.1.c.	<b>Children develop self-help skills.</b>
SPECIFIC INDICATOR	60m.PH.1.c.1.	<p>Help in preparing snacks and meals</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.8 Takes responsibility for own well-being</b></p>
SPECIFIC INDICATOR	60m.PH.1.c.2.	<p>Demonstrate independence in personal self-care skills (e.g., washing hands, brushing teeth)</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.8 Takes responsibility for own well-being</b></p>



SPECIFIC INDICATOR	60m.PH.1.c.3.	Dress or undress  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
SPECIFIC INDICATOR	60m.PH.1.c.4.	Manage zippers, buttons, buckles, and Velcro  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
SPECIFIC INDICATOR	60m.PH.1.c.5.	Tell an adult caregiver when tired  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
DOMAIN	RI.60m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (60m)
STATEMENT OF ENDURING KNOWLEDGE	60m.PH.2.	Gross Motor Development
GSE STEM	60m.PH.2.a.	Children develop large muscle control, strength, and coordination.
SPECIFIC INDICATOR	60m.PH.2.a.1.	Catch a small ball with two hands  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.8 Manipulates balls or similar objects with a full range of motion
SPECIFIC INDICATOR	60m.PH.2.a.2.	Bounce a ball and catch it  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.8 Manipulates balls or similar objects with a full range of motion
SPECIFIC INDICATOR	60m.PH.2.a.3.	Aim and throw a ball with some accuracy  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.8 Manipulates balls or similar objects with a full range of motion
DOMAIN	RI.60m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (60m)
STATEMENT OF ENDURING KNOWLEDGE	60m.PH.2.	Gross Motor Development
GSE STEM	60m.PH.2.b.	Children develop traveling skills.

SPECIFIC INDICATOR	60m.PH.2.b.1.	Hop forward on one foot without losing balance  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 5 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences
SPECIFIC INDICATOR	60m.PH.2.b.2.	Walk along a beam or edge  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 5 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences
SPECIFIC INDICATOR	60m.PH.2.b.3.	Gallop  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
SPECIFIC INDICATOR	60m.PH.2.b.4.	Skip  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
SPECIFIC INDICATOR	60m.PH.2.b.5.	Run with control and balance, making quick turns without losing speed and quick stops  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
SPECIFIC INDICATOR	60m.PH.2.b.6.	Demonstrate how their body can move forward, backward, left and right  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
SPECIFIC INDICATOR	60m.PH.2.b.7.	Demonstrate how their body can move fast or slow  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
DOMAIN	RI.60m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (60m)
STATEMENT OF ENDURING KNOWLEDGE	60m.PH.3.	Fine Motor Development
GSE STEM	60m.PH.3.a.	Children develop small muscle control, strength, and coordination.

SPECIFIC INDICATOR	60m.PH.3.a.1.	<p>Fold a piece of paper with accuracy and symmetry</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.8 Uses small, precise finger and hand movements</b></p>
SPECIFIC INDICATOR	60m.PH.3.a.2.	<p>Work a puzzles of up to 10 pieces</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.8 Uses small, precise finger and hand movements</b></p>
SPECIFIC INDICATOR	60m.PH.3.a.3.	<p>Use simple tools (e.g., stapler, hole punch, scissors, tape dispenser)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.8 Uses small, precise finger and hand movements</b></p>
SPECIFIC INDICATOR	60m.PH.3.a.4.	<p>Hold paper and begin to cut with scissors along a straight line</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.8 Uses small, precise finger and hand movements</b></p>
DOMAIN	RI.60m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (60m)
STATEMENT OF ENDURING KNOWLEDGE	60m.PH.3.	Fine Motor Development
GSE STEM	60m.PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR	60m.PH.3.b.1.	<p>Draw recognizable shapes</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></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><b>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</b></p>

SPECIFIC INDICATOR	60m.PH.3.b.2.	<p>Write some letters and numerals</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></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>
DOMAIN	RI.60m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (60m)</b>
STATEMENT OF ENDURING KNOWLEDGE	60m.SE.1.	Relationships with Others
GSE STEM	60m.SE.1.a.	Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.
SPECIFIC INDICATOR	60m.SE.1.a.1.	<p>Maintain well-being while apart from parents or primary caretakers when in familiar settings or with familiar and trusted adults</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 a. Forms relationships with adults</li> </ul> <p>Objective 2a.8 Engages with trusted adults as resources and to share mutual interests</p>
SPECIFIC INDICATOR	60m.SE.1.a.2.	<p>Have a close relationship with a consistent non-parental caregiver, showing interest in the adult's feelings, preferences, and well-being and sharing their experiences</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 a. Forms relationships with adults</li> </ul> <p>Objective 2a.8 Engages with trusted adults as resources and to share mutual interests</p>
SPECIFIC INDICATOR	60m.SE.1.a.3.	<p>Participate in longer and more reciprocal interactions (when interacting with familiar adults in role play, games, or structured activities) and take greater initiative in social interaction (including turn-taking)</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 a. Forms relationships with adults</li> </ul> <p>Objective 2a.8 Engages with trusted adults as resources and to share mutual interests</p>
DOMAIN	RI.60m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (60m)</b>
STATEMENT OF ENDURING KNOWLEDGE	60m.SE.1.	Relationships with Others
GSE STEM	60m.SE.1.b.	Children engage in positive relationships and interactions with other children.

SPECIFIC INDICATOR	60m.SE.1.b.1.	<p>Make decisions with other children, with adult guidance and assistance</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.5 Emerging to 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
SPECIFIC INDICATOR	60m.SE.1.b.2.	<p>Demonstrate consideration for and cooperation with other children</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.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
SPECIFIC INDICATOR	60m.SE.1.b.3.	<p>Prefer to play with one or two special friends</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>Objective 2d.4 Plays with one or two preferred playmates</p>
SPECIFIC INDICATOR	60m.SE.1.b.4.	<p>Suggest solutions to conflicts</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.6 Suggest solutions to social problems</p>
SPECIFIC INDICATOR	60m.SE.1.b.5.	<p>Demonstrate an ability to compromise when working or playing in a group</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.6 Initiates the sharing of materials in the classroom and outdoors</p>
SPECIFIC INDICATOR	60m.SE.1.b.6.	<p>Sustain interactions with friends for increasing periods of 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 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>

SPECIFIC INDICATOR	60m.SE.1.b.7.	Successfully enter into play when a group of children are already involved  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
SPECIFIC INDICATOR	60m.SE.1.b.8.	Can predict the causes of other children's emotions (e.g., "she is sad because . . .")  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
DOMAIN	RI.60m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (60m)</b>
STATEMENT OF ENDURING KNOWLEDGE	60m.SE.2.	<b>Sense of Self</b>
GSE STEM	60m.SE.2.a.	Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.
SPECIFIC INDICATOR	60m.SE.2.a.1.	Differentiate themselves from others based on characteristics they use to describe themselves, such as "shy" or "smart."  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
SPECIFIC INDICATOR	60m.SE.2.a.2.	Differentiate themselves from others in terms of specific abilities (e.g., "I am a fast runner," or "I am a good climber.")  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
DOMAIN	RI.60m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (60m)</b>
STATEMENT OF ENDURING KNOWLEDGE	60m.SE.2.	<b>Sense of Self</b>
GSE STEM	60m.SE.2.b.	Children develop the confidence to complete an action successfully or independently.
SPECIFIC INDICATOR	60m.SE.2.b.1.	Resist help and demonstrate a sense of competence (e.g., insisting on dressing themselves, pouring their own juice, etc.)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

SPECIFIC INDICATOR	60m.SE.2.b.2.	<p>Stay with a task until it is completed</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 a. Attends and engages</li> </ul> <p>Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
SPECIFIC INDICATOR	60m.SE.2.b.3.	<p>Move between independence and dependence in a way that meets their needs for both and that is appropriate for the circumstances</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>
DOMAIN	RI.60m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (60m)</b>
STATEMENT OF ENDURING KNOWLEDGE	60m.SE.3.	<b>Self-regulation</b>
GSE STEM	60m.SE.3.a.	<b>Children develop the ability to express and regulate their own emotions.</b>
SPECIFIC INDICATOR	60m.SE.3.a.1.	<p>Control strong emotions most of the time in an appropriate manner</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.8 Controls strong emotions in an appropriate manner most of the time</p>
SPECIFIC INDICATOR	60m.SE.3.a.2.	<p>Persist at a difficult task with decreasing amounts of frustration</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>Objective 11b.5 Emerging to 11b.6 Plans and pursues a variety of appropriately challenging tasks</p>
SPECIFIC INDICATOR	60m.SE.3.a.3.	<p>Can name emotions using words, signs, or other communication methods</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.7 Emerging to 1a.8 Controls strong emotions in an appropriate manner most of the time</p>
DOMAIN	RI.60m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (60m)</b>
STATEMENT OF ENDURING KNOWLEDGE	60m.SE.3.	<b>Self-regulation</b>
GSE STEM	60m.SE.3.b.	<b>Children develop the ability to control impulses.</b>

SPECIFIC INDICATOR	60m.SE.3.b.1.	<p>With adult assistance, demonstrate control over actions, words, and emotions in response to a situation</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.7 Emerging to 1a.8 Controls strong emotions in an appropriate manner most of the time</p>
SPECIFIC INDICATOR	60m.SE.3.b.2.	<p>Follow rules and apply them to new situations and environments (e.g., putting their coat in a cubby at school but hanging it on a peg at home)</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.8 Applies basic rules in new but similar situations</p>
SPECIFIC INDICATOR	60m.SE.3.b.3.	<p>Participate in group activities for increasing amounts of 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 c. Interacts with peers</li> </ul> <p>Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
SPECIFIC INDICATOR	60m.SE.3.b.4.	<p>Consistently demonstrate the ability to stop an engaging activity to transition to another less desirable activity</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>
DOMAIN	RI.60m.LD.	LANGUAGE DEVELOPMENT (LD) (60m)
STATEMENT OF ENDURING KNOWLEDGE	60m.LD.1.	Receptive Language
GSE STEM	60m.LD.1.a.	Young children attend to, understand, and respond to increasingly complex language.
SPECIFIC INDICATOR	60m.LD.1.a.1.	<p>Demonstrate an understanding of complex statements, questions, and stories containing multiple phrases and ideas</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></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.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>



SPECIFIC INDICATOR	60m.LD.1.a.2.	Respond appropriately to a specific and varied vocabulary  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs
SPECIFIC INDICATOR	60m.LD.1.a.3.	Follow detailed, multi-step directions (e.g., “Put away your toys, wash your hands, and come to the table.”)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.8 Follows detailed, instructional, multistep directions
DOMAIN	RI.60m.LD.	LANGUAGE DEVELOPMENT (LD) (60m)
STATEMENT OF ENDURING KNOWLEDGE	60m.LD.2.	Expressive Language
GSE STEM	60m.LD.2.a.	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.
SPECIFIC INDICATOR	60m.LD.2.a.1.	Communicate clearly enough to be understood by unfamiliar listeners, with few pronunciation errors  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly  Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words
SPECIFIC INDICATOR	60m.LD.2.a.2.	Expand their vocabulary with words of increasing specificity and variety  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary  Objective 9a.7 Emerging to 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

SPECIFIC INDICATOR	60m.LD.2.a.3.	<p>Demonstrate an increasing knowledge of the meanings of words and skill in determining the meaning of unknown words</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>
SPECIFIC INDICATOR	60m.LD.2.a.4.	<p>Use increasingly complex, longer sentences, including sentences that combine two or three phrases</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>
SPECIFIC INDICATOR	60m.LD.2.a.5.	<p>Use more complex grammar and parts of speech, including prepositions, regular and irregular plural forms of nouns, correct subject-verb agreement, pronouns, possessives, and regular and irregular past tense verbs</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.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms</p>
DOMAIN	RI.60m.LD.	LANGUAGE DEVELOPMENT (LD) (60m)
STATEMENT OF ENDURING KNOWLEDGE	60m.LD.3.	Pragmatics
GSE STEM	60m.LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.

SPECIFIC INDICATOR	60m.LD.3.a.1.	<p>Follow commonly accepted norms of communication in group settings with increasing independence (e.g., responding appropriately to such direction as “Only one child speaks at once; raise your hand.”)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></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.7 Emerging to 10b.8 Uses acceptable language and basic social rules during communication with others</p>
SPECIFIC INDICATOR	60m.LD.3.a.2.	<p>Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said previously</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations</li> </ul> <p>Objective 10a.7 Emerging to 10a.8 Engages in complex, lengthy conversations of five or more exchanges</p>
SPECIFIC INDICATOR	60m.LD.3.a.3.	<p>Use language to communicate with others in familiar and unfamiliar social situations for a variety of purposes</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations</li> </ul> <p>Objective 10a.6 Engages in conversations of at least three exchanges</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.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
DOMAIN	RI.60m.LD.	LANGUAGE DEVELOPMENT (LD) (60m)
STATEMENT OF ENDURING KNOWLEDGE	60m.LD.4.	Language Development of Dual Language Learners
GSE STEM	60m.LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
SPECIFIC INDICATOR	60m.LD.4.a.1.	<p>Demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activities</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 37 Demonstrates progress in listening to and understanding English</li> </ul> <p>Objective 37.8 Understands increasingly complex English phrases used by adults and children</p>

SPECIFIC INDICATOR	60m.LD.4.a.2.	<p>Demonstrate an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 37 Demonstrates progress in listening to and understanding English</li> </ul> <p><b>Objective 37.8 Understands increasingly complex English phrases used by adults and children</b></p>
SPECIFIC INDICATOR	60m.LD.4.a.3.	<p>Follow directions that involve a one- or two-step sequence, relying less on contextual cues</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 37 Demonstrates progress in listening to and understanding English</li> </ul> <p><b>Objective 37.8 Understands increasingly complex English phrases used by adults and children</b></p>
DOMAIN	RI.60m.LD.	<b>LANGUAGE DEVELOPMENT (LD) (60m)</b>
STATEMENT OF ENDURING KNOWLEDGE	60m.LD.4.	<b>Language Development of Dual Language Learners</b>
GSE STEM	60m.LD.4.b.	<b>Young children become increasingly proficient in expressing their thoughts and ideas in English.</b>
SPECIFIC INDICATOR	60m.LD.4.b.1.	<p>Demonstrate increasing reliance on verbal communication in English to be understood by others</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p><b>Objective 38.6 Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase</b></p>
SPECIFIC INDICATOR	60m.LD.4.b.2.	<p>Use new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p><b>Objective 38.8 Uses increasingly complex grammar in English; makes some mistakes typical of young children</b></p>

SPECIFIC INDICATOR	60m.LD.4.b.3.	<p>Sustain a conversation in English with increasingly complex syntax, adding conjunctions, subject-verb-object patterns, and other more advanced elements of English sentence construction</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p><b>Objective 38.8 Uses increasingly complex grammar in English; makes some mistakes typical of young children</b></p>
SPECIFIC INDICATOR	60m.LD.4.b.4.	<p>Expand their use of different forms of grammar in English (e.g., plurals; possessive pronouns; simple past-tense verbs), sometimes with errors</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p><b>Objective 38.8 Uses increasingly complex grammar in English; makes some mistakes typical of young children</b></p>
SPECIFIC INDICATOR	60m.LD.4.b.5.	<p>Use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p><b>Objective 38.8 Uses increasingly complex grammar in English; makes some mistakes typical of young children</b></p>
DOMAIN	RI.60m.L.	<b>LITERACY (L) (60m)</b>
STATEMENT OF ENDURING KNOWLEDGE	60m.L.1.	<b>Phonological Awareness</b>
GSE STEM	60m.L.1.a.	<b>Children notice and discriminate the sounds of spoken language.</b>
SPECIFIC INDICATOR	60m.L.1.a.1.	<p>Match beginning sounds of some words; are able to name several words that begin with the letter sound of their name</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration</li> </ul> <p><b>Objective 15b.6 Matches beginning sounds of some words</b></p>
SPECIFIC INDICATOR	60m.L.1.a.2.	<p>Produce words (real or nonsense) that rhyme with other common words (e.g., “dance, prance, krance”)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme</li> </ul> <p><b>Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously</b></p>



SPECIFIC INDICATOR	60m.L.1.a.3.	<p>Identify whether or not two words begin with the same sound (i.e., when an adult gives three or four oral words, children can select those that begin with same sound, although they may not be able to identify the letter)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration  <b>Objective 15b.6 Matches beginning sounds of some words</b></p>
SPECIFIC INDICATOR	60m.L.1.a.4.	<p>Blend and delete compound words without the support of pictures or objects (e.g., “butterfly, butter crunch, butter sandwich, butter bear”)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound  <b>Objective 15c.4 Shows awareness of separate syllables in words</b></p>
SPECIFIC INDICATOR	60m.L.1.a.5.	<p>With modeling and support, identify, blend, and segment syllables in spoken words</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound  <b>Objective 15c.4 Shows awareness of separate syllables in words</b></p>
SPECIFIC INDICATOR	60m.L.1.a.6.	<p>With modeling and support, delete the onsets of words (e.g., “pair-air, fruit-root”)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound    <b>Objective 15c.5 Emerging to 15c.6 Verbally blends and separates onset and rime in one-syllable words</b></p>
SPECIFIC INDICATOR	60m.L.1.a.7.	<p>With modeling and support, blend onsets and rimes in single-syllable words (e.g., the hard “c” sound with “-ook” to make “cook”)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound  <b>Objective 15c.5 Emerging to 15c.6 Verbally blends and separates onset and rime in one-syllable words</b></p>
DOMAIN	RI.60m.L.	LITERACY (L) (60m)
STATEMENT OF ENDURING KNOWLEDGE	60m.L.2.	Alphabet Knowledge
GSE STEM	60m.L.2.a.	Children recognize and identify letters and make letter-sound connections.

SPECIFIC INDICATOR	60m.L.2.a.1.	<p>Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters</li> </ul> <p><b>Objective 16a.6 Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order</b></p>
SPECIFIC INDICATOR	60m.L.2.a.2.	<p>Produce the sound for many of the letters the recognize</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences</li> </ul> <p><b>Objective 16b.4 Produces the correct sounds for 10–20 letters</b></p>
SPECIFIC INDICATOR	60m.L.2.a.3.	<p>Correctly sort letters and find words that contain specified letters</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters</li> </ul> <p><b>Objective 16a.6 Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order</b></p>
SPECIFIC INDICATOR	60m.L.2.a.4.	<p>Demonstrate an understanding that strings of letters represent a sequence of spoken sounds</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></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><b>Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word</b></p>
DOMAIN	RI.60m.L.	LITERACY (L) (60m)
STATEMENT OF ENDURING KNOWLEDGE	60m.L.3.	Print Knowledge
GSE STEM	60m.L.3.a.	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR	60m.L.3.a.1.	<p>Demonstrate an awareness of various conventions of print (e.g., upper- and lower-case letters, different fonts) and indicate where to start reading on a page and how to progress across and down a page</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.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</b></p>



SPECIFIC INDICATOR	60m.L.3.a.2.	Describe roles of authors and illustrators and connect books to specific authors of illustrators  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors
SPECIFIC INDICATOR	60m.L.3.a.3.	Identify familiar words in books and the environment  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
SPECIFIC INDICATOR	60m.L.3.a.4.	Recognize their own printed name and those of their siblings or friends  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name
DOMAIN	RI.60m.L.	LITERACY (L) (60m)
STATEMENT OF ENDURING KNOWLEDGE	60m.L.4.	Comprehension and Interest
GSE STEM	60m.L.4.a.	Children show interest and an understanding of a variety of literacy experiences.
SPECIFIC INDICATOR	60m.L.4.a.1.	Attend to and request longer and more complex books or stories  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections  Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
SPECIFIC INDICATOR	60m.L.4.a.2.	Engage in independent writing activities during routine times, such as pretending to write in their own journal  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message



SPECIFIC INDICATOR	60m.L.4.a.3.	<p>Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions)</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>
SPECIFIC INDICATOR	60m.L.4.a.4.	<p>Engage in higher-order thinking during shared reading experiences, such as making predictions and inferences, determining cause-and-effect relationships, and summarizing stories</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>
SPECIFIC INDICATOR	60m.L.4.a.5.	<p>Retell a familiar story in the proper sequence, including major events and cause-and-effect relationships</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 c. Retells stories and recounts details from informational texts</li> </ul> <p>Objective 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate</p>
SPECIFIC INDICATOR	60m.L.4.a.6.	<p>Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs)</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>
SPECIFIC INDICATOR	60m.L.4.a.7.	<p>With guidance and support, relate events and information from stories to their own experiences</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>
DOMAIN	RI.60m.L.	LITERACY (L) (60m)

STATEMENT OF ENDURING KNOWLEDGE	60m.L.5.	Literacy Development for Dual Language Learners
GSE STEM	60m.L.5.a.	Children become increasingly engaged in literacy experiences in English.
SPECIFIC INDICATOR	60m.L.5.a.1.	<p>Participate in reading activities, using a variety of genres that are written in English</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 37 Demonstrates progress in listening to and understanding English</li> </ul> <p>Objective 37.8 Understands increasingly complex English phrases used by adults and children</p>
SPECIFIC INDICATOR	60m.L.5.a.2.	<p>Choose to read familiar books written in English with increasing independence and to talk about the books in English</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 37 Demonstrates progress in listening to and understanding English</li> </ul> <p>Objective 37.8 Understands increasingly complex English phrases used by adults and children</p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.8 Uses increasingly complex grammar in English; makes some mistakes typical of young children</p>
SPECIFIC INDICATOR	60m.L.5.a.3.	<p>Engage in extended conversations in English about stories</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.8 Uses increasingly complex grammar in English; makes some mistakes typical of young children</p>
SPECIFIC INDICATOR	60m.L.5.a.4.	<p>Retell in English the majority of a story read or told in English</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.8 Uses increasingly complex grammar in English; makes some mistakes typical of young children</p>
DOMAIN	RI.60m.L.	LITERACY (L) (60m)
STATEMENT OF ENDURING KNOWLEDGE	60m.L.6.	Emergent Writing
GSE STEM	60m.L.6.a.	Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.

SPECIFIC INDICATOR	60m.L.6.a.1.	<p>With modeling and support, print some letters of meaningful words, sometimes using letters and sometimes using letter-like forms</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 sound-letter relationships</p>
SPECIFIC INDICATOR	60m.L.6.a.2.	<p>Write their first name nearly correctly (may switch the order of letters or write some letters backwards)</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 a. Writes name</li> </ul> <p>Objective 19a.10 Writes partially accurate first name</p>
SPECIFIC INDICATOR	60m.L.6.a.3.	<p>Use invented spelling</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.10 Uses drawing, dictation, and early invented spelling to convey a message</p>
SPECIFIC INDICATOR	60m.L.6.a.4.	<p>With modeling and support, write numerals one through twenty</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.8 Uses drawing, dictation, and letter strings to convey a message</p>
DOMAIN	RI.60m.L.	LITERACY (L) (60m)
STATEMENT OF ENDURING KNOWLEDGE	60m.L.6.	Emergent Writing
GSE STEM	60m.L.6.b.	Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing
SPECIFIC INDICATOR	60m.L.6.b.1.	<p>With modeling and support, use writing and or digital tools to communicate information, tell a story, or answer a question</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>

SPECIFIC INDICATOR	60m.L.6.b.2.	Use writing to convey meaning (e.g., writing a note to themselves during play, writing a note to their mother, taking a restaurant “order” in a dramatic play area, writing a grocery list)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
DOMAIN	RI.60m.CD.	COGNITIVE DEVELOPMENT (CD) (60m)
STATEMENT OF ENDURING KNOWLEDGE	60m.CD.1.	Logic and Reasoning
GSE STEM	60m.CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	60m.CD.1.a.1.	Solve complex problems by planning and carrying out a sequence of actions  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.7 Emerging to 11c.8 Thinks problems through, considering several possibilities and analyzing results
SPECIFIC INDICATOR	60m.CD.1.a.2.	Analyze the result of an attempted solution and use the new information to solve a problem (e.g., trying to staple pieces of paper after unsuccessfully trying to tape them together)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results
SPECIFIC INDICATOR	60m.CD.1.a.3.	Explain their reasoning behind a strategy or choice and why it worked or didn’t work  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results
DOMAIN	RI.60m.CD.	COGNITIVE DEVELOPMENT (CD) (60m)
STATEMENT OF ENDURING KNOWLEDGE	60m.CD.2.	Memory and Working Memory
GSE STEM	60m.CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.

SPECIFIC INDICATOR	60m.CD.2.a.1.	<p>Accurately recount past experiences in the correct order and include relevant details</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 Objective 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view</li> </ul>
SPECIFIC INDICATOR	60m.CD.2.a.2.	<p>Retell a familiar story in the proper sequence, including such details as characters, phrases, and events</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 c. Retells stories and recounts details from informational texts Objective 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate</li> </ul>
SPECIFIC INDICATOR	60m.CD.2.a.3.	<p>Remember more and more minute details from a story and are able to answer questions accurately (e.g., “How did the peddler feel when the monkeys didn’t give him back his caps?”)</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 Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</li> </ul>
SPECIFIC INDICATOR	60m.CD.2.a.4.	<p>Place four or more objects or groups in order of a quantitative attribute (number, length, etc.)</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 Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</li> </ul>
SPECIFIC INDICATOR	60m.CD.2.a.5.	<p>Solve simple word problems with totals of 10 or fewer items (e. g., concluding that they have nine grapes if they have seven and are given two more)</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 b. Quantifies Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</li> </ul>

SPECIFIC INDICATOR	60m.CD.2.a.6.	<p>Successfully follow detailed, multi-step directions</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language b. Follows directions</li> </ul> <p><b>Objective 8b.8 Follows detailed, instructional, multistep directions</b></p>
DOMAIN	RI.60m.CD.	<b>COGNITIVE DEVELOPMENT (CD) (60m)</b>
STATEMENT OF ENDURING KNOWLEDGE	60m.CD.3.	<b>Attention and Inhibitory Control</b>
GSE STEM	60m.CD.3.a.	<b>Children’s skills increase in filtering impulses and sustaining attention on a task.</b>
SPECIFIC INDICATOR	60m.CD.3.a.1.	<p>Without adult reminders, wait to communicate information in a group</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><b>Objective 3a.8 Cooperates and shares ideas and materials in socially acceptable ways</b></p>
SPECIFIC INDICATOR	60m.CD.3.a.2.	<p>Maintain focus on a project for a sustained period of time and over several days</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 a. Attends and engages</li> </ul> <p><b>Objective 11a.8 Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions</b></p>
SPECIFIC INDICATOR	60m.CD.3.a.3.	<p>Return with focus to an activity or project after having been away from it for a period of time</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 a. Attends and engages</li> </ul> <p><b>Objective 11a.8 Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions</b></p>
SPECIFIC INDICATOR	60m.CD.3.a.4.	<p>Demonstrate an awareness of important activities that are “coming up” or “in the near future” (e.g., keeping track of the days until a birthday or vacation trip) as a strategy to control excitement</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><b>Objective 1a.8 Controls strong emotions in an appropriate manner most of the time</b></p>

SPECIFIC INDICATOR	60m.CD.3.a.5.	<p>Combine shapes into patterns that make new shapes or complete puzzles (e.g., rearranging a collection of circles and variously sized rectangles to make the image of a person)</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><b>Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</b></p>
SPECIFIC INDICATOR	60m.CD.3.a.6.	<p>Build complex block buildings, intentionally maintaining such features as symmetry</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 a. Thinks symbolically</li> </ul> <p><b>Objective 14a.8 Represents objects, places, and ideas with increasingly abstract symbols</b></p>
DOMAIN	RI.60m.CD.	<b>COGNITIVE DEVELOPMENT (CD) (60m)</b>
STATEMENT OF ENDURING KNOWLEDGE	60m.CD.4.	<b>Cognitive Flexibility</b>
GSE STEM	60m.CD.4.a.	<b>Children’s skills increase at adjusting to changes in demands, priorities, and perspectives.</b>
SPECIFIC INDICATOR	60m.CD.4.a.1.	<p>Quickly adjust and adhere to a new rule (e.g., lining up inside the building rather than outside when the weather gets colder or it rains)</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><b>Objective 1b.8 Applies basic rules in new but similar situations</b></p>
SPECIFIC INDICATOR	60m.CD.4.a.2.	<p>Apply different rules in different contexts that require different behaviors (e.g., using indoor voices or feet versus outdoor voices or feet)</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><b>Objective 1b.8 Applies basic rules in new but similar situations</b></p>
SPECIFIC INDICATOR	60m.CD.4.a.3.	<p>Reconstruct a pattern using different materials or modalities</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 23 Demonstrates knowledge of patterns</li> </ul> <p><b>Objective 23.6 Extends and creates simple repeating patterns</b></p>



SPECIFIC INDICATOR	60m.CD.4.a.4.	Sort by more than one attribute (e.g., color and shape) into two or more groups  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 13 Uses classification skills Objective 13.8 Groups similar objects by more than one characteristic at the same time; switches sorting rules when asked and explains the reasons
SPECIFIC INDICATOR	60m.CD.4.a.5.	Correctly add an object to an existing series (e.g., of increasing lengths)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 23 Demonstrates knowledge of patterns  Objective 23.8 Recognizes, creates, and explains more complex repeating and simple growing patterns
DOMAIN	RI.60m.M.	MATHEMATICS (M) (60m)
STATEMENT OF ENDURING KNOWLEDGE	60m.M.1.	Number Sense and Quantity
GSE STEM	60m.M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
SPECIFIC INDICATOR	60m.M.1.a.1.	Quickly name the number in a group of objects, up to 10  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
SPECIFIC INDICATOR	60m.M.1.a.2.	Verbally count beyond 20 (or in some way indicate knowledge of numbers beyond 20 in sequence), demonstrating an understanding of the number pattern  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.7 Emerging to 20a.8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
SPECIFIC INDICATOR	60m.M.1.a.3.	Use strategies to count large sets of objects (more than 10)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations a. Counts  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



SPECIFIC INDICATOR	60m.M.1.a.4.	<p>Know the number that comes before or after a specified number (up to 20)</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.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>
SPECIFIC INDICATOR	60m.M.1.a.5.	<p>Recognize and order each written numeral up to 10</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 c. Connects numerals with their quantities</li> </ul> <p>Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects</p>
SPECIFIC INDICATOR	60m.M.1.a.6.	<p>Associate a quantity with a written numeral up to 10</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 c. Connects numerals with their quantities</li> </ul> <p>Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects</p>
DOMAIN	RI.60m.M.	MATHEMATICS (M) (60m)
STATEMENT OF ENDURING KNOWLEDGE	60m.M.2.	Number Relationships and Operations
GSE STEM	60m.M.2.a.	Children learn to use numbers to compare quantities and solve problems.
SPECIFIC INDICATOR	60m.M.2.a.1.	<p>Use counting to compare two sets of objects and to determine which set has more, less, or the same than the other</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 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>
SPECIFIC INDICATOR	60m.M.2.a.2.	<p>Understand that adding one or taking away one changes the number in a group of objects by exactly one</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 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>

SPECIFIC INDICATOR	60m.M.2.a.3.	<p>Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than ten</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 e. Applies properties of mathematical operations and relationships</li> </ul> <p>Objective 20e.1 Emerging to 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10</p>
DOMAIN	RI.60m.M.	MATHEMATICS (M) (60m)
STATEMENT OF ENDURING KNOWLEDGE	60m.M.3.	Classification and Patterning
GSE STEM	60m.M.3.a.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	60m.M.3.a.1.	<p>Sort objects by more than one attribute (e.g., color and shape) into two or more groups</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 13.8 Groups similar objects by more than one characteristic at the same time; switches sorting rules when asked and explains the reasons</p>
SPECIFIC INDICATOR	60m.M.3.a.2.	<p>Sort sets of objects by one characteristics, then sort by a different characteristics and explain the sorting rules (e.g., “These are all of the red ones, but these are all of the big ones”)</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>
SPECIFIC INDICATOR	60m.M.3.a.3.	<p>Extend sequential patterns and replicate these patterns using different materials or modes (e.g., on being told a pattern, replicating the pattern with manipulatives)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 23 Demonstrates knowledge of patterns</li> </ul> <p>Objective 23.6 Extends and creates simple repeating patterns</p>
SPECIFIC INDICATOR	60m.M.3.a.4.	<p>Identify the core unit of sequentially repeating patterns (i.e., that set of characteristics or items that repeat)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 23 Demonstrates knowledge of patterns</li> </ul> <p>Objective 23.6 Extends and creates simple repeating patterns</p>

SPECIFIC INDICATOR	60m.M.3.a.5.	Replicate and extend simple growing (or enlarging) patterns  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 23 Demonstrates knowledge of patterns Objective 23.8 Recognizes, creates, and explains more complex repeating and simple growing patterns
DOMAIN	RI.60m.M.	MATHEMATICS (M) (60m)
STATEMENT OF ENDURING KNOWLEDGE	60m.M.4.	Measurement, Comparison, and Ordering
GSE STEM	60m.M.4.a.	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.
SPECIFIC INDICATOR	60m.M.4.a.1.	Order (or seriate) four or more items by decreasing or increasing a relative attribute when differences are perceptually clear (e.g., arranging a rock collection from the largest to the smallest)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
SPECIFIC INDICATOR	60m.M.4.a.2.	Use some appropriate tools to measure different attributes (e.g., choosing a scale for weight and a cup for volume)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 22 Compares and measures a. Measures objects  Objective 22a.8 Uses measurement words and some standard measurement tools accurately
SPECIFIC INDICATOR	60m.M.4.a.3.	Use measurement language to describe the attributes of objects (e.g., “This is three-blocks long.”)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 22 Compares and measures a. Measures objects Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
DOMAIN	RI.60m.M.	MATHEMATICS (M) (60m)
STATEMENT OF ENDURING KNOWLEDGE	60m.M.5.	Geometry and Spatial Sense
GSE STEM	60m.M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.

SPECIFIC INDICATOR	60m.M.5.a.1.	<p>Describe and compare shapes using their attributes (e.g., “a triangle has three sides, but a square has four.”)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes  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>
SPECIFIC INDICATOR	60m.M.5.a.2.	<p>Combine and separate shapes to make other shapes (e.g., using two triangles to make a square)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes  Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
SPECIFIC INDICATOR	60m.M.5.a.3.	<p>Build more complex models of buildings, structures, or areas (e.g., their classroom or playground) with three-dimensional shapes, such as building blocks</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes  Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
SPECIFIC INDICATOR	60m.M.5.a.4.	<p>Correctly name familiar shapes (e.g., circle, triangle, and square) and less familiar shapes (e.g., hexagon, trapezoid, and rhombus)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes  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>
SPECIFIC INDICATOR	60m.M.5.a.5.	<p>Correctly name some three- dimensional shapes (e.g., cube, cone, cylinder)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes  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>



SPECIFIC INDICATOR	60m.M.5.a.6.	<p>Understand and use language related to directionality, order, and the position of objects, such as “up,” “down,” “in front,” and “behind”</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.6 Uses and responds appropriately to positional words indicating location, direction, and distance</p>
DOMAIN	RI.60m.S.	SCIENCE (S) (60m)
STATEMENT OF ENDURING KNOWLEDGE	60m.S.1.	Scientific Inquiry and Application
GSE STEM	60m.S.1.a.	Children learn to plan for and carry out investigations and collect, evaluate, and communicate information.
SPECIFIC INDICATOR	60m.S.1.a.1.	<p>Use a variety of tools (e.g., measuring devices) to gather information and observe processes and relationships (e.g., using the Internet to find information on what types of food fish eat and how much food they need, using measuring cups to measure fish food, then observing fish and recording how much they eat)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 28 Uses tools and other technology to perform tasks</li> </ul>
SPECIFIC INDICATOR	60m.S.1.a.2.	<p>Engage in elements of the scientific process, which includes observing, making predictions, recording predictions (through pictures, drawing, or dictation), developing plans for testing hypotheses, trying out ideas, and communicating outcomes</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 24 Uses scientific inquiry skills</li> </ul>
SPECIFIC INDICATOR	60m.S.1.a.3.	<p>Analyze the result of an attempted solution and use the new information to solve a problem (e.g., after observing a paper boat sinking in the water, making a new boat out of different material to see if the new one will float)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 24 Uses scientific inquiry skills</li> </ul>
DOMAIN	RI.60m.S.	SCIENCE (S) (60m)
STATEMENT OF ENDURING KNOWLEDGE	60m.S.2.	Knowledge of Science Concepts
GSE STEM	60m.S.2.a.	Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.
SPECIFIC INDICATOR	60m.S.2.a.1.	<p>Describe the characteristics that define living things</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 25 Demonstrates knowledge of the characteristics of living things</li> </ul>

SPECIFIC INDICATOR	60m.S.2.a.2.	Observe the similarities, differences, and categories of plants and animals  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 25 Demonstrates knowledge of the characteristics of living things
SPECIFIC INDICATOR	60m.S.2.a.3.	Ask and answer questions about changes in the appearance, behavior, and habitats of living things  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 25 Demonstrates knowledge of the characteristics of living things
SPECIFIC INDICATOR	60m.S.2.a.4.	Use increasingly complex vocabulary to describe natural elements  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 27 Demonstrates knowledge of Earth's environment
SPECIFIC INDICATOR	60m.S.2.a.5.	Differentiate between natural and man-made materials  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 27 Demonstrates knowledge of Earth's environment
SPECIFIC INDICATOR	60m.S.2.a.6.	Describe changes that occur in the natural environment over time  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 27 Demonstrates knowledge of Earth's environment
SPECIFIC INDICATOR	60m.S.2.a.7.	Make observations about physical properties of objects, the motion of toys and objects, and changes in matter  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
DOMAIN	RI.60m.SS.	<b>SOCIAL STUDIES (SS) (60m)</b>
STATEMENT OF ENDURING KNOWLEDGE	60m.SS.1.	Self, Family, and Community
GSE STEM	60m.SS.1.a.	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
SPECIFIC INDICATOR	60m.SS.1.a.1.	Talk about family in more complex ways (e.g., explaining the importance of unique family traditions beyond common holiday customs)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self

SPECIFIC INDICATOR	60m.SS.1.a.2.	Engage in sociodramatic play (i.e., complex pretend play involving assigned roles and an general plot), for example, by acting out family or community roles and events  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play  Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
SPECIFIC INDICATOR	60m.SS.1.a.3.	Demonstrate an understanding that “fairness” involves taking turns and sharing roles  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Take turns
SPECIFIC INDICATOR	60m.SS.1.a.4.	Engage in peer conflict resolution with increasing independence  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems
SPECIFIC INDICATOR	60m.SS.1.a.5.	Make comparisons about similarities and differences among people and use themselves as a reference (e.g., saying “That boy is bigger than me!”)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
DOMAIN	RI.60m.SS.	<b>SOCIAL STUDIES (SS) (60m)</b>
STATEMENT OF ENDURING KNOWLEDGE	60m.SS.2.	<b>History and Geography</b>
GSE STEM	60m.SS.2.a.	<b>Children understand concept of time (past, present, and future) and place.</b>
SPECIFIC INDICATOR	60m.SS.2.a.1.	Use such terms as “today,” “tomorrow,” and “next time” with some accuracy  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 31 Explores change related to familiar people or places
SPECIFIC INDICATOR	60m.SS.2.a.2.	Use and understand concepts of “before” and “after”  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 31 Explores change related to familiar people or places



SPECIFIC INDICATOR	60m.SS.2.a.3.	Recognize the passage of time through day-and-night cycles and through changing seasons  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 31 Explores change related to familiar people or places
SPECIFIC INDICATOR	60m.SS.2.a.4.	Recognize common features in their immediate environment (e.g., talking about the apple tree outside their back door, or commenting on the river they cross on their ride to school)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 32 Demonstrates simple geographic knowledge
SPECIFIC INDICATOR	60m.SS.2.a.5.	Create drawings of home and school  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 32 Demonstrates simple geographic knowledge
SPECIFIC INDICATOR	60m.SS.2.a.6.	Create simple maps of home and school and talk about the things that are in certain areas (a bed or a closet in their bedroom)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 32 Demonstrates simple geographic knowledge
SPECIFIC INDICATOR	60m.SS.2.a.7.	Identify familiar landmarks (police or fire station, grocery store)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 32 Demonstrates simple geographic knowledge
DOMAIN	RI.60m.CA.	CREATIVE ARTS (CA) (60m)
STATEMENT OF ENDURING KNOWLEDGE	60m.CA.1.	Experimentation and Participation in the Creative Arts
GSE STEM	60m.CA.1.a.	Children gain appreciation for and participate in the creative arts.
SPECIFIC INDICATOR	60m.CA.1.a.1.	Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 34 Explores musical concepts and expression
SPECIFIC INDICATOR	60m.CA.1.a.2.	Intentionally create content in a work of art (e.g., a picture, a play-dough sculpture, etc.)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
SPECIFIC INDICATOR	60m.CA.1.a.3.	Write and act out stories based upon familiar topics or characters  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 36 Explores drama through actions and language





SPECIFIC INDICATOR	60m.CA.1.a.4.	<p>Enjoy and engage with displays of visual art, music, and drama and may express clear preferences for types of artwork or art activities.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 33 Explores the visual arts</li> <li>• Objective 34 Explores musical concepts and expression</li> <li>• Objective 36 Explores drama through actions and language</li> </ul>
SPECIFIC INDICATOR	60m.CA.1.a.5.	<p>Plan art and show increasing care and persistence in completing it</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 33 Explores the visual arts</li> </ul>
SPECIFIC INDICATOR	60m.CA.1.a.6.	<p>Choose own art for display in the classroom or for inclusion in a portfolio or book and explain their choices and preferences in some detail</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 33 Explores the visual arts</li> </ul>
SPECIFIC INDICATOR	60m.CA.1.a.7.	<p>Communicate about elements appearing in art, music, and drama</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 33 Explores the visual arts</li> <li>• Objective 34 Explores musical concepts and expression</li> <li>• Objective 36 Explores drama through actions and language</li> </ul>
DOMAIN	RI.9m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.PH.1.	Health and Safety Practices
GSE STEM	9m.PH.1.a.	Children engage in structured and unstructured physical activity.
SPECIFIC INDICATOR	9m.PH.1.a.1.	<p>Sustain physical activity for at least three to five minutes at a time</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p><b>Objective 4.2 Moves to explore immediate environment</b></p>
SPECIFIC INDICATOR	9m.PH.1.a.2.	<p>Participate in simple movement games with an adult (e.g., following a moving object or person with their eyes or body)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p><b>Objective 4.2 Moves to explore immediate environment</b></p>
DOMAIN	RI.9m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (9m)

STATEMENT OF ENDURING KNOWLEDGE	9m.PH.1.	Health and Safety Practices
GSE STEM	9m.PH.1.b.	Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.
SPECIFIC INDICATOR	9m.PH.1.b.1.	Express discomfort or anxiety in stressful situations  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
SPECIFIC INDICATOR	9m.PH.1.b.2.	Demonstrates a recognition of the difference between their primary caregiver and a stranger  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
DOMAIN	RI.9m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.PH.1.	Health and Safety Practices
GSE STEM	9m.PH.1.c.	Children develop self-help skills.
SPECIFIC INDICATOR	9m.PH.1.c.1.	Fuss or cry when hungry and quiet down when picked up to be fed in a timely manner  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
SPECIFIC INDICATOR	9m.PH.1.c.2.	Coordinate sucking and swallowing  No Correlations
SPECIFIC INDICATOR	9m.PH.1.c.3.	Assist with self-feeding by holding a bottle or breast; turn their head away when full  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

SPECIFIC INDICATOR	9m.PH.1.c.4.	Explore food with their hands and fingers (e.g., crackers and other easy-to-handle foods)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
SPECIFIC INDICATOR	9m.PH.1.c.5.	Accept most basic care routines administered by adults (e.g., gum cleansing or nose wiping)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
SPECIFIC INDICATOR	9m.PH.1.c.6.	Relax during bathing routines  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
SPECIFIC INDICATOR	9m.PH.1.c.7.	Babble or coo after diapering  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
SPECIFIC INDICATOR	9m.PH.1.c.8.	Indicate their needs and wants (e.g., wanting food or a dirty diaper to be changed)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
DOMAIN	RI.9m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.PH.2.	Gross Motor Development
GSE STEM	9m.PH.2.a.	Children develop large muscle control, strength, and coordination.

SPECIFIC INDICATOR	9m.PH.2.a.1.	<p>Reach and play with toys while sitting</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p>Objective 5.2 Balances while exploring immediate environment</p> <ul style="list-style-type: none"> <li>• Objective 6 Demonstrates gross-motor manipulative skills</li> </ul> <p>Objective 6.2 Reaches, grasps, and releases objects</p>
SPECIFIC INDICATOR	9m.PH.2.a.2.	<p>Reach for objects and bring them to their mouth</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 6 Demonstrates gross-motor manipulative skills</li> </ul> <p>Objective 6.2 Reaches, grasps, and releases objects</p>
SPECIFIC INDICATOR	9m.PH.2.a.3.	<p>Pound on a table and other objects</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 6 Demonstrates gross-motor manipulative skills</li> </ul> <p>Objective 6.2 Reaches, grasps, and releases objects</p>
SPECIFIC INDICATOR	9m.PH.2.a.4.	<p>Roll both ways (front to back and back to front)</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 4.2 Moves to explore immediate environment</p>
SPECIFIC INDICATOR	9m.PH.2.a.5.	<p>Get into sitting position without help while lying down or crawling</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p>Objective 5.2 Balances while exploring immediate environment</p>
SPECIFIC INDICATOR	9m.PH.2.a.6.	<p>Sit without support</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p>Objective 5.2 Balances while exploring immediate environment</p>
SPECIFIC INDICATOR	9m.PH.2.a.7.	<p>Pull up to a standing position</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 4.2 Moves to explore immediate environment</p>
DOMAIN	RI.9m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.PH.2.	Gross Motor Development



<b>GSE STEM</b>	<b>9m.PH.2.b.</b>	<b>Children develop traveling skills.</b>
<b>SPECIFIC INDICATOR</b>	<b>9m.PH.2.b.1.</b>	Shift between lying down, sitting, and balancing on their hands and knees  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 5 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
<b>SPECIFIC INDICATOR</b>	<b>9m.PH.2.b.2.</b>	Crawl  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills  Objective 4.2 Moves to explore immediate environment
<b>DOMAIN</b>	<b>RI.9m.PH.</b>	<b>PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (9m)</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>9m.PH.3.</b>	<b>Fine Motor Development</b>
<b>GSE STEM</b>	<b>9m.PH.3.a.</b>	<b>Children develop small muscle control, strength, and coordination.</b>
<b>SPECIFIC INDICATOR</b>	<b>9m.PH.3.a.1.</b>	Hold onto a toy when it is handed to them  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
<b>SPECIFIC INDICATOR</b>	<b>9m.PH.3.a.2.</b>	Reach for, grasp, and shake things  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
<b>SPECIFIC INDICATOR</b>	<b>9m.PH.3.a.3.</b>	Bring hands and objects to their mouth  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
<b>SPECIFIC INDICATOR</b>	<b>9m.PH.3.a.4.</b>	Transfer a toy from one hand to another  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully

SPECIFIC INDICATOR	9m.PH.3.a.5.	Pat, shake, or hit objects  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
SPECIFIC INDICATOR	9m.PH.3.a.6.	Mimic a hand clap or wave  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
DOMAIN	RI.9m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.PH.3.	Fine Motor Development
GSE STEM	9m.PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR	9m.PH.3.b.1.	Grasp objects with their thumb, index, and middle fingers (i.e., using pincer grip)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
SPECIFIC INDICATOR	9m.PH.3.b.2.	Bring their hands to their midline (i.e., moving hands towards each other over the middle of their body)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
DOMAIN	RI.9m.SE.	SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.SE.1.	Relationships with Others
GSE STEM	9m.SE.1.a.	Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.
SPECIFIC INDICATOR	9m.SE.1.a.1.	Socialize with preferred adults by reciprocally smiling, laughing, or vocalizing  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults  Objective 2a.2 Demonstrates a secure attachment to one or more adults

SPECIFIC INDICATOR	9m.SE.1.a.2.	<p>“Converse” with familiar adults by imitating or making faces at adults who make faces at them</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><b>Objective 2a.2 Demonstrates a secure attachment to one or more adults</b></p>
SPECIFIC INDICATOR	9m.SE.1.a.3.	<p>Relax when picked up and held by a familiar adult</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><b>Objective 2a.2 Demonstrates a secure attachment to one or more adults</b></p>
SPECIFIC INDICATOR	9m.SE.1.a.4.	<p>Search for an adult caregiver who might be out of sight</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><b>Objective 2a.2 Demonstrates a secure attachment to one or more adults</b></p>
SPECIFIC INDICATOR	9m.SE.1.a.5.	<p>Engage in turn-taking interactions, such as peek-a-boo</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><b>Objective 2a.2 Demonstrates a secure attachment to one or more adults</b></p>
SPECIFIC INDICATOR	9m.SE.1.a.6.	<p>Repeat actions that elicit social responses from others</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><b>Objective 2a.2 Demonstrates a secure attachment to one or more adults</b></p>
DOMAIN	RI.9m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (9m)</b>
STATEMENT OF ENDURING KNOWLEDGE	9m.SE.1.	<b>Relationships with Others</b>
GSE STEM	9m.SE.1.b.	<b>Children engage in positive relationships and interactions with other children.</b>
SPECIFIC INDICATOR	9m.SE.1.b.1.	<p>Babble and smile to show their interest in other children</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.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions</b></p>

SPECIFIC INDICATOR	9m.SE.1.b.2.	Intently watch other babies and children, especially their faces  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions
SPECIFIC INDICATOR	9m.SE.1.b.3.	Track the activity of other children and notice/ move toward others when hearing sounds of excitement  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions
SPECIFIC INDICATOR	9m.SE.1.b.4.	Reach out to touch other children's hair, face, etc.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions
DOMAIN	RI.9m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (9m)</b>
STATEMENT OF ENDURING KNOWLEDGE	9m.SE.2.	<b>Sense of Self</b>
GSE STEM	9m.SE.2.a.	<b>Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.</b>
SPECIFIC INDICATOR	9m.SE.2.a.1.	Explore their own hands and feet  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
SPECIFIC INDICATOR	9m.SE.2.a.2.	Demonstrate a recognition of themselves in a mirror  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
SPECIFIC INDICATOR	9m.SE.2.a.3.	Respond to their own name  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
DOMAIN	RI.9m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (9m)</b>
STATEMENT OF ENDURING KNOWLEDGE	9m.SE.2.	<b>Sense of Self</b>
GSE STEM	9m.SE.2.b.	<b>Children develop the confidence to complete an action successfully or independently.</b>



SPECIFIC INDICATOR	9m.SE.2.b.1.	Demonstrate interest in objects or people  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
SPECIFIC INDICATOR	9m.SE.2.b.2.	Accept new toys or objects with interest  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
SPECIFIC INDICATOR	9m.SE.2.b.3.	Reach for objects of interest  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
SPECIFIC INDICATOR	9m.SE.2.b.4.	Focus on objects and people of interest for longer periods of time  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
DOMAIN	RI.9m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (9m)</b>
STATEMENT OF ENDURING KNOWLEDGE	9m.SE.3.	<b>Self-regulation</b>
GSE STEM	9m.SE.3.a.	<b>Children develop the ability to express and regulate their own emotions.</b>
SPECIFIC INDICATOR	9m.SE.3.a.1.	Demonstrate the ability to self-soothe (calm down) through behaviors such as babbling, thumb/fist sucking, or rocking  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
SPECIFIC INDICATOR	9m.SE.3.a.2.	Calm down when talked to, held, or rocked by a preferred caregiver  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self

SPECIFIC INDICATOR	9m.SE.3.a.3.	Express a range of emotions (e.g., joy, excitement, or sadness) through facial expressions, gestures, and sound  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <b>Objective 1a.2 Uses adult support to calm self</b>
DOMAIN	RI.9m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (9m)</b>
STATEMENT OF ENDURING KNOWLEDGE	9m.SE.3.	<b>Self-regulation</b>
GSE STEM	9m.SE.3.b.	<b>Children develop the ability to control impulses.</b>
SPECIFIC INDICATOR	9m.SE.3.b.1.	Exhibit the ability to wait for a desired object or person  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <b>Objective 1a.2 Uses adult support to calm self</b>
DOMAIN	RI.9m.LD.	<b>LANGUAGE DEVELOPMENT (LD) (9m)</b>
STATEMENT OF ENDURING KNOWLEDGE	9m.LD.1.	<b>Receptive Language</b>
GSE STEM	9m.LD.1.a.	<b>Young children attend to, understand, and respond to increasingly complex language.</b>
SPECIFIC INDICATOR	9m.LD.1.a.1.	Turn toward familiar voices or sounds  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <b>Objective 8a.2 Shows an interest in the speech of others</b>
SPECIFIC INDICATOR	9m.LD.1.a.2.	Recognize more than one tone of voice in adults and respond with body movement and sounds  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <b>Objective 8a.2 Shows an interest in the speech of others</b>
SPECIFIC INDICATOR	9m.LD.1.a.3.	Demonstrate a recognition of names of familiar people and favorite objects  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <b>Objective 8a.3 Emerging to 8a.4 Identifies familiar people, animals, and objects when prompted</b>

SPECIFIC INDICATOR	9m.LD.1.a.4.	Respond to voices and sounds in the environment  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <b>Objective 9a.2 Vocalizes and gestures to communicate</b>
SPECIFIC INDICATOR	9m.LD.1.a.5.	Can be quieted by a calm, familiar voice  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <b>Objective 1a.2 Uses adult support to calm self</b>
SPECIFIC INDICATOR	9m.LD.1.a.6.	Become excited upon hearing familiar words, such as “nursing” or “bottle”  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <b>Objective 8a.2 Shows an interest in the speech of others</b>
SPECIFIC INDICATOR	9m.LD.1.a.7.	Startle or cry when there is a loud sound  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <b>Objective 11a.2 Pays attention to sights and sounds</b>
DOMAIN	RI.9m.LD.	LANGUAGE DEVELOPMENT (LD) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.LD.2.	Expressive Language
GSE STEM	9m.LD.2.a.	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.
SPECIFIC INDICATOR	9m.LD.2.a.1.	Experiment with making sounds  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <b>Objective 9b.2 Babbles strings of single consonant sounds and combines sounds</b>
SPECIFIC INDICATOR	9m.LD.2.a.2.	Engage in babbling (i.e., making consonant sounds followed by a vowel sound)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <b>Objective 9b.2 Babbles strings of single consonant sounds and combines sounds</b>

SPECIFIC INDICATOR	9m.LD.2.a.3.	<p>Say “mama” and “dada”</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary  Objective 9a.3 Emerging to 9a.4 Names familiar, people, animals, and objects</p>
SPECIFIC INDICATOR	9m.LD.2.a.4.	<p>Use vocalizations, gestures, and facial expressions to communicate needs and wants and to express interest or dislike</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary  Objective 9a.2 Vocalizes and gestures to communicate</p>
DOMAIN	RI.9m.LD.	LANGUAGE DEVELOPMENT (LD) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.LD.3.	Pragmatics
GSE STEM	9m.LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	9m.LD.3.a.1.	<p>Respond to the speech of others by looking toward the speaker</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language  Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</p>
SPECIFIC INDICATOR	9m.LD.3.a.2.	<p>Initiate and engage in simple back-and-forth interactions with others by using facial expressions, vocalizations, and gestures</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations  Objective 10a.2 Engages in simple back-and-forth exchanges with others</p>
SPECIFIC INDICATOR	9m.LD.3.a.3.	<p>Express enjoyment and a desire for “more” through body language (cues), such as kicking their legs, waving their arms, and smiling</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary  Objective 9a.2 Vocalizes and gestures to communicate</p>
DOMAIN	RI.9m.LD.	LANGUAGE DEVELOPMENT (LD) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.LD.4.	Language Development of Dual Language Learners

GSE STEM	9m.LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
SPECIFIC INDICATOR	9m.LD.4.a.1.	<p>Demonstrate an understanding of age-appropriate language usage related to conversational as well as basic and advanced concepts in the home language but will not know all the same words in their home language and in English</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 37 Demonstrates progress in listening to and understanding English</li> </ul> <p>Objective 37.2 Observes others as they converse in English during play or other small group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</p>
SPECIFIC INDICATOR	9m.LD.4.a.2.	<p>Attend to English oral language in both real and pretend activities, relying on the intonation, facial expressions, or gestures of the speaker in the same way that they attend to their home oral language</p> <p>37 Demonstrates progress in listening to and understanding English</p> <p>Objective 37.2 Observes others as they converse in English during play or other small group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</p>
SPECIFIC INDICATOR	9m.LD.4.a.3.	<p>Begin to attend to and participate in English language small- and large-group activities, such as circle time, storybook reading, etc.</p> <p>37 Demonstrates progress in listening to and understanding English</p> <p>Objective 37.2 Observes others as they converse in English during play or other small group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</p>
SPECIFIC INDICATOR	9m.LD.4.a.4.	<p>Begin to follow simple directions in English, especially when they are accompanied by contextual cues, such as gestures, pointing, and voice modulation</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 37 Demonstrates progress in listening to and understanding English</li> </ul> <p>Objective 37.4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids</p>
DOMAIN	RI.9m.LD.	LANGUAGE DEVELOPMENT (LD) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.LD.4.	Language Development of Dual Language Learners
GSE STEM	9m.LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.

SPECIFIC INDICATOR	9m.LD.4.b.1.	<p>Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 37 Demonstrates progress in listening to and understanding English</li> </ul> <p>Objective 37.1 Emerging to 37.2 Observes others as they converse in English during play or other small group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</p>
SPECIFIC INDICATOR	9m.LD.4.b.2.	<p>Use age-appropriate vocabulary in the home language</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>Objective 9a.2 Vocalizes and gestures to communicate</p>
SPECIFIC INDICATOR	9m.LD.4.b.3.	<p>Listen and converse in their home language</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations</li> </ul> <p>Objective 10a.2 Engages in simple back-and-forth exchanges with others</p>
SPECIFIC INDICATOR	9m.LD.4.b.4.	<p>Use age-appropriate grammar in their home language</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 c. Uses conventional grammar</li> </ul> <p>Objective 9c Not Yet</p>
SPECIFIC INDICATOR	9m.LD.4.b.5.	<p>Ask a variety of questions (e.g., “what,” “why,” “how,” “when,” and “where”) in their home language</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 c. Uses conventional grammar</li> </ul> <p>Objective 9c Not Yet</p>
SPECIFIC INDICATOR	9m.LD.4.b.6.	<p>Use simple English expressions that are phonetically correct but may be inappropriate to the context of the conversation or the situation (pragmatically inappropriate; e.g., missing social, contextual, or self-referential cues)</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 c. Uses conventional grammar</li> </ul> <p>Objective 9c Not Yet</p>
DOMAIN	RI.9m.L.	LITERACY (L) (9m)



STATEMENT OF ENDURING KNOWLEDGE	9m.L.1.	Phonological Awareness
GSE STEM	9m.L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR	9m.L.1.a.1.	Experiment and play with sound  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <b>Objective 9b.2 Babbles strings of single consonant sounds and combines sounds</b>
SPECIFIC INDICATOR	9m.L.1.a.2.	Respond differently to different sounds  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <b>Objective 8a.2 Shows an interest in the speech of others</b>
DOMAIN	RI.9m.L.	LITERACY (L) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.L.2.	Alphabet Knowledge
GSE STEM	9m.L.2.a.	Children recognize and identify letters and make letter-sound connections.
SPECIFIC INDICATOR	9m.L.2.a.1.	Respond to visual stimuli in their environment  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <b>Objective 11a.2 Pays attention to sights and sounds</b>
SPECIFIC INDICATOR	9m.L.2.a.2.	Demonstrate an increasing awareness of and interest in the sounds of spoken language by focusing on the speaker  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <b>Objective 8a.2 Shows an interest in the speech of others</b>
DOMAIN	RI.9m.L.	LITERACY (L) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.L.3.	Print Knowledge
GSE STEM	9m.L.3.a.	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR	9m.L.3.a.1.	Explore physical features of books  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <b>Objective 17a.2 Shows interest in books</b>



SPECIFIC INDICATOR	9m.L.3.a.2.	Demonstrate an interest in books from among a collection of toys  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
SPECIFIC INDICATOR	9m.L.3.a.3.	Demonstrate an interest in books by looking intently at or reaching for colorful pictures in books  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
DOMAIN	RI.9m.L.	LITERACY (L) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.L.4.	Comprehension and Interest
GSE STEM	9m.L.4.a.	Children show interest and an understanding of a variety of literacy experiences.
SPECIFIC INDICATOR	9m.L.4.a.1.	Attend to their caregiver's voice when being held and read to  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
SPECIFIC INDICATOR	9m.L.4.a.2.	Become quiet or show pleasure when an adult tells or reads a familiar story or rhyme or sings a familiar song  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
SPECIFIC INDICATOR	9m.L.4.a.3.	Explore books with various senses (sight, touch, even taste)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
DOMAIN	RI.9m.L.	LITERACY (L) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.L.5.	Literacy Development for Dual Language Learners
GSE STEM	9m.L.5.a.	Children become increasingly engaged in literacy experiences in English.



SPECIFIC INDICATOR	9m.L.5.a.1.	Attend to an adult reading a short storybook written in the home language or to a storybook written in English if the English story has been read in the home language first and especially if the book contains cues (pictures)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 37 Demonstrates progress in listening to and understanding English Objective 37.2 Observes others as they converse in English during play or other small group experiences; may engage in similar activities by imitating behavior; attends to oral use of English
SPECIFIC INDICATOR	9m.L.5.a.2.	“Read” familiar books (written in the home language or in English) when encouraged by others and use the home language to talk about the books  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
SPECIFIC INDICATOR	9m.L.5.a.3.	Begin to identify and relate to a story from their own life experiences in their home language  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
SPECIFIC INDICATOR	9m.L.5.a.4.	Retell a story in their home language when read or told a story in the home language  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
DOMAIN	RI.9m.L.	LITERACY (L) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.L.6.	Emergent Writing
GSE STEM	9m.L.6.a.	Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.
SPECIFIC INDICATOR	9m.L.6.a.1.	Focus on people and express particular interest in facial contours and expressions  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
DOMAIN	RI.9m.L.	LITERACY (L) (9m)
STATEMENT OF ENDURING	9m.L.6.	Emergent Writing

KNOWLEDGE		
GSE STEM	9m.L.6.b.	Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing
SPECIFIC INDICATOR	9m.L.6.b.1.	Attend to visual stimuli in their environment  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
DOMAIN	RI.9m.CD.	COGNITIVE DEVELOPMENT (CD) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.CD.1.	Logic and Reasoning
GSE STEM	9m.CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	9m.CD.1.a.1.	Explore objects and materials in different ways (e.g., mouthing, reaching for, or hitting, banging, and squeezing them)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
SPECIFIC INDICATOR	9m.CD.1.a.2.	Bang a block (or other object) on the floor repeatedly to hear the sound that it makes  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
SPECIFIC INDICATOR	9m.CD.1.a.3.	Combine learning schemes to learn more about an object (e.g., mouthing and then shaking a rattle)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
SPECIFIC INDICATOR	9m.CD.1.a.4.	Demonstrate an understanding of simple cause-and-effect relationships (e.g., looking toward the sky when they hear an airplane)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
DOMAIN	RI.9m.CD.	COGNITIVE DEVELOPMENT (CD) (9m)

STATEMENT OF ENDURING KNOWLEDGE	9m.CD.2.	Memory and Working Memory
GSE STEM	9m.CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	9m.CD.2.a.1.	Respond to familiar people and objects in a way that is different from the way they respond to unfamiliar people or objects  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
SPECIFIC INDICATOR	9m.CD.2.a.2.	After repeated experiences with the same objects and persons, sometimes remember that unseen objects are still there (e.g., remembering that a ball is under the blanket)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
SPECIFIC INDICATOR	9m.CD.2.a.3.	Attend to unexpected events  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
DOMAIN	RI.9m.CD.	COGNITIVE DEVELOPMENT (CD) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.CD.3.	Attention and Inhibitory Control
GSE STEM	9m.CD.3.a.	Children's skills increase in filtering impulses and sustaining attention on a task.
SPECIFIC INDICATOR	9m.CD.3.a.1.	Pause or stop when an adult says "stop" or tells them not to do something  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.2 Responds to changes in an adult's tone of voice and expression
SPECIFIC INDICATOR	9m.CD.3.a.2.	Demonstrate caution around new or unusual people or events  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world

SPECIFIC INDICATOR	9m.CD.3.a.3.	Explore objects by holding, mouthing, dropping, etc.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
DOMAIN	RI.9m.CD.	<b>COGNITIVE DEVELOPMENT (CD) (9m)</b>
STATEMENT OF ENDURING KNOWLEDGE	9m.CD.4.	<b>Cognitive Flexibility</b>
GSE STEM	9m.CD.4.a.	Children’s skills increase at adjusting to changes in demands, priorities, and perspectives.
SPECIFIC INDICATOR	9m.CD.4.a.1.	Try new actions with a familiar object (e.g., dropping or throwing a rattle in addition to mouthing it)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e Not Yet
SPECIFIC INDICATOR	9m.CD.4.a.2.	Demonstrate an ability to self-soothe or calm (e.g., babbling or sucking on their thumb or fists)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
SPECIFIC INDICATOR	9m.CD.4.a.3.	Develop their own regular sleep-and-wake cycle  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
SPECIFIC INDICATOR	9m.CD.4.a.4.	Begin to show an anticipation of familiar routines  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
SPECIFIC INDICATOR	9m.CD.4.a.5.	Use their bodies as “tools” (i.e., as a means to an end: reaching out and grasping to get a rattle, for example)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal



DOMAIN	RI.9m.M.	MATHEMATICS (M) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.M.1.	Number Sense and Quantity
GSE STEM	9m.M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
SPECIFIC INDICATOR	9m.M.1.a.1.	Hold two objects, one in each hand  <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
SPECIFIC INDICATOR	9m.M.1.a.2.	Gesture (e.g., for “more” when eating)  <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
DOMAIN	RI.9m.M.	MATHEMATICS (M) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.M.2.	Number Relationships and Operations
GSE STEM	9m.M.2.a.	Children learn to use numbers to compare quantities and solve problems.
SPECIFIC INDICATOR	9m.M.2.a.1.	Hold two objects, one in each hand  <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
DOMAIN	RI.9m.M.	MATHEMATICS (M) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.M.3.	Classification and Patterning
GSE STEM	9m.M.3.a.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	9m.M.3.a.1.	Classify informally as they intuitively recognize objects or situations as similar (e.g., “things I can hold”)  <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a Not Yet

SPECIFIC INDICATOR	9m.M.3.a.2.	Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 22 Compares and measures a. Measures objects <b>Objective 22a Not Yet</b>
SPECIFIC INDICATOR	9m.M.3.a.3.	Engage in repeated actions, including movements and vocalizations  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning b. Persists <b>Objective 11b.2 Repeats actions to obtain similar results</b>
SPECIFIC INDICATOR	9m.M.3.a.4.	Follow daily routines (i.e., patterns), such as being fed and then going to sleep almost immediately  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 23 Demonstrates knowledge of patterns <b>Objective 23.1 Emerging to 23.2 Shows interest in simple patterns in everyday life</b>
SPECIFIC INDICATOR	9m.M.3.a.5.	Enjoy and begin to anticipate repetition, such as playing a “peek-a-boo” game or hearing a familiar song each time they are diapered  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 23 Demonstrates knowledge of patterns <b>Objective 23.1 Emerging to 23.2 Shows interest in simple patterns in everyday life</b>
DOMAIN	RI.9m.M.	<b>MATHEMATICS (M) (9m)</b>
STATEMENT OF ENDURING KNOWLEDGE	9m.M.4.	<b>Measurement, Comparison, and Ordering</b>
GSE STEM	9m.M.4.a.	<b>Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.</b>
SPECIFIC INDICATOR	9m.M.4.a.1.	Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 22 Compares and measures a. Measures objects <b>Objective 22a Not Yet</b>
SPECIFIC INDICATOR	9m.M.4.a.2.	Explore volume as they wrap their fingers around an object or around an adult’s finger  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 22 Compares and measures a. Measures objects <b>Objective 22a Not Yet</b>

SPECIFIC INDICATOR	9m.M.4.a.3.	Explore weight as they pull a toy toward themselves  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 22 Compares and measures a. Measures objects <b>Objective 22a Not Yet</b>
SPECIFIC INDICATOR	9m.M.4.a.4.	Explore speed by moving hands or legs  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 22 Compares and measures a. Measures objects <b>Objective 22a Not Yet</b>
DOMAIN	RI.9m.M.	<b>MATHEMATICS (M) (9m)</b>
STATEMENT OF ENDURING KNOWLEDGE	9m.M.5.	<b>Geometry and Spatial Sense</b>
GSE STEM	9m.M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	9m.M.5.a.1.	Explore the size and shape of objects through various means (e.g., banging, mouthing, dropping, etc.)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <b>Objective 21b Not Yet</b>
SPECIFIC INDICATOR	9m.M.5.a.2.	Explore the way objects move by tracking objects with their eyes and head  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 22 Compares and measures a. Measures objects <b>Objective 22a Not Yet</b>
SPECIFIC INDICATOR	9m.M.5.a.3.	Explore distance by reaching for something  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <b>Objective 21a Not Yet</b>
SPECIFIC INDICATOR	9m.M.5.a.4.	Explore their spatial sense through movement, both involuntary and voluntary (e.g., being picked up, scooting, and pulling up)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <b>Objective 21a Not Yet</b>
DOMAIN	RI.9m.S.	<b>SCIENCE (S) (9m)</b>



STATEMENT OF ENDURING KNOWLEDGE	9m.S.1.	Scientific Inquiry and Application
GSE STEM	9m.S.1.a.	Children learn to plan for and carry out investigations and collect, evaluate, and communicate information.
SPECIFIC INDICATOR	9m.S.1.a.1.	<p>Demonstrate an awareness of individual objects and stimuli</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.2 Uses senses to explore the immediate environment</p>
SPECIFIC INDICATOR	9m.S.1.a.2.	<p>Feel and explore objects placed in their hands and bring the objects to their mouth</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.2 Uses senses to explore the immediate environment</p>
SPECIFIC INDICATOR	9m.S.1.a.3.	<p>Use multiple senses to observe and respond to their natural world</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.2 Uses senses to explore the immediate environment</p>
SPECIFIC INDICATOR	9m.S.1.a.4.	<p>Bang a block or other object on the floor repeatedly to hear the sound it makes</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>Objective 11b.2 Repeats actions to obtain similar results</p>
SPECIFIC INDICATOR	9m.S.1.a.5.	<p>Repeatedly turn an object over and listen to the sound of its movement; purposely push buttons on a toy box to produce a sound</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>Objective 11b.2 Repeats actions to obtain similar results</p>
SPECIFIC INDICATOR	9m.S.1.a.6.	<p>Use their bodies as “tools” (a means to an end) to gather information and obtain results (e.g., reaching out and grasping to get the rattle)</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.2 Uses senses to explore the immediate environment</p>
DOMAIN	RI.9m.S.	SCIENCE (S) (9m)





STATEMENT OF ENDURING KNOWLEDGE	9m.S.2.	Knowledge of Science Concepts
GSE STEM	9m.S.2.a.	Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.
SPECIFIC INDICATOR	9m.S.2.a.1.	Show interest and curiosity in the natural world  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 25 Demonstrates knowledge of the characteristics of living things
SPECIFIC INDICATOR	9m.S.2.a.2.	Explore the properties of objects and materials  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
DOMAIN	RI.9m.SS.	SOCIAL STUDIES (SS) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.SS.1.	Self, Family, and Community
GSE STEM	9m.SS.1.a.	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
SPECIFIC INDICATOR	9m.SS.1.a.1.	Demonstrate an interest in themselves (e.g., observing themselves in a mirror, looking at their own hands and feet)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
SPECIFIC INDICATOR	9m.SS.1.a.2.	Use gestures to communicate their interest in objects and people  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
SPECIFIC INDICATOR	9m.SS.1.a.3.	Smile when someone familiar smiles at them  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others

SPECIFIC INDICATOR	9m.SS.1.a.4.	Focus their attention on others and engage in interactions  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
SPECIFIC INDICATOR	9m.SS.1.a.5.	Kick their legs or reach with their arms when they see a familiar person  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
SPECIFIC INDICATOR	9m.SS.1.a.6.	Demonstrate a preference for familiar versus unfamiliar adults  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
SPECIFIC INDICATOR	9m.SS.1.a.7.	Actively explore the similarities and differences among people by feeling their hair, touching their faces, watching their facial expressions, listening to their voices  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live
DOMAIN	RI.9m.CA.	CREATIVE ARTS (CA) (9m)
STATEMENT OF ENDURING KNOWLEDGE	9m.CA.1.	Experimentation and Participation in the Creative Arts
GSE STEM	9m.CA.1.a.	Children gain appreciation for and participate in the creative arts.
SPECIFIC INDICATOR	9m.CA.1.a.1.	Show curiosity and explore sensory materials; enjoy feeling various pleasing sensations and textures  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
SPECIFIC INDICATOR	9m.CA.1.a.2.	Gaze at pictures, photographs, and mirror images  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs

SPECIFIC INDICATOR	9m.CA.1.a.3.	Attend to bright and/or contrasting colors  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
SPECIFIC INDICATOR	9m.CA.1.a.4.	Respond to music and being sung to by listening and moving their heads, arms, and legs  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 34 Explores musical concepts and expression
SPECIFIC INDICATOR	9m.CA.1.a.5.	Imitate by babbling during or after an adult sings or chants  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 34 Explores musical concepts and expression
SPECIFIC INDICATOR	9m.CA.1.a.6.	Make eye contact with singers  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 34 Explores musical concepts and expression
SPECIFIC INDICATOR	9m.CA.1.a.7.	Move their bodies with some intent and control  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 35 Explores dance and movement concepts
SPECIFIC INDICATOR	9m.CA.1.a.8.	Engage in social play with adults  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 36 Explores drama through actions and language
SPECIFIC INDICATOR	9m.CA.1.a.9.	Use objects as tools to make sounds, for example, banging blocks together with adult help  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
DOMAIN	RI.18m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (18m)
STATEMENT OF ENDURING KNOWLEDGE	18m.PH.1.	Health and Safety Practices
GSE STEM	18m.PH.1.a.	Children engage in structured and unstructured physical activity.

SPECIFIC INDICATOR	18m.PH.1.a.1.	<p>Participate in active physical play with an adult</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> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p>Objective 5.4 Experiments with different ways of balancing</p> <ul style="list-style-type: none"> <li>• Objective 6 Demonstrates gross-motor manipulative skills</li> </ul> <p>Objective 6.4 Manipulates balls or similar objects with stiff body movements</p>
SPECIFIC INDICATOR	18m.PH.1.a.2.	<p>Watch and often run when they see older children running</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>
SPECIFIC INDICATOR	18m.PH.1.a.3.	<p>Attempt to try new games and toys</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> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p>Objective 5.4 Experiments with different ways of balancing</p> <ul style="list-style-type: none"> <li>• Objective 6 Demonstrates gross-motor manipulative skills</li> </ul> <p>Objective 6.4 Manipulates balls or similar objects with stiff body movements</p>
SPECIFIC INDICATOR	18m.PH.1.a.4.	<p>Stand with feet wide apart and sway to the sound of music</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p>Objective 5.4 Experiments with different ways of balancing</p>
DOMAIN	RI.18m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (18m)
STATEMENT OF ENDURING KNOWLEDGE	18m.PH.1.	Health and Safety Practices
GSE STEM	18m.PH.1.b.	Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.
SPECIFIC INDICATOR	18m.PH.1.b.1.	<p>Sometime respond appropriately to redirection given by an adult caregiver</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.3 Emerging 1b.4 Accepts redirection from adults</p>
DOMAIN	RI.18m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (18m)
STATEMENT OF ENDURING KNOWLEDGE	18m.PH.1.	Health and Safety Practices



<b>GSE STEM</b>	<b>18m.PH.1.c.</b>	<b>Children develop self-help skills.</b>
<b>SPECIFIC INDICATOR</b>	<b>18m.PH.1.c.1.</b>	Point to food when wanting more  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.4 Seeks to do things for self</b>
<b>SPECIFIC INDICATOR</b>	<b>18m.PH.1.c.2.</b>	Feed themselves finger foods  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.4 Seeks to do things for self</b>
<b>SPECIFIC INDICATOR</b>	<b>18m.PH.1.c.3.</b>	Drink from a cup with some spilling  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.4 Seeks to do things for self</b>
<b>SPECIFIC INDICATOR</b>	<b>18m.PH.1.c.4.</b>	Drink from a straw  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.4 Seeks to do things for self</b>
<b>SPECIFIC INDICATOR</b>	<b>18m.PH.1.c.5.</b>	Use a spoon with some spilling  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.4 Seeks to do things for self</b>
<b>SPECIFIC INDICATOR</b>	<b>18m.PH.1.c.6.</b>	Accept more involved care routines administered by adults (e.g., tooth brushing)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.4 Seeks to do things for self</b>

SPECIFIC INDICATOR	18m.PH.1.c.7.	Participate in handwashing with assistance  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.4 Seeks to do things for self</b>
SPECIFIC INDICATOR	18m.PH.1.c.8.	Participate in dressing or attempt to dress themselves  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.4 Seeks to do things for self</b>
SPECIFIC INDICATOR	18m.PH.1.c.9.	Remove some clothing  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.4 Seeks to do things for self</b>
SPECIFIC INDICATOR	18m.PH.1.c.10.	Use gestures, body language, or vocalizations to seek out help from an adult  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.4 Seeks to do things for self</b>
DOMAIN	RI.18m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (18m)
STATEMENT OF ENDURING KNOWLEDGE	18m.PH.2.	Gross Motor Development
GSE STEM	18m.PH.2.a.	Children develop large muscle control, strength, and coordination.
SPECIFIC INDICATOR	18m.PH.2.a.1.	Squat to pick up toys or other objects  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 5 Demonstrates balancing skills <b>Objective 5.4 Experiments with different ways of balancing</b>
SPECIFIC INDICATOR	18m.PH.2.a.2.	Jump with feet apart  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 5 Demonstrates balancing skills <b>Objective 5.4 Experiments with different ways of balancing</b>

SPECIFIC INDICATOR	18m.PH.2.a.3.	Carry a toy while walking  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.4 Experiments with different ways of moving</b>
SPECIFIC INDICATOR	18m.PH.2.a.4.	Stand on one foot with assistance  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 5 Demonstrates balancing skills <b>Objective 5.4 Experiments with different ways of balancing</b>
DOMAIN	RI.18m.PH.	<b>PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (18m)</b>
STATEMENT OF ENDURING KNOWLEDGE	18m.PH.2.	<b>Gross Motor Development</b>
GSE STEM	18m.PH.2.b.	<b>Children develop traveling skills.</b>
SPECIFIC INDICATOR	18m.PH.2.b.1.	Move from one place to another by walking  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.4 Experiments with different ways of moving</b>
SPECIFIC INDICATOR	18m.PH.2.b.2.	Sometimes run instead of walk  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.5 Emerging to 4.6 Moves purposefully from place to place with control</b>
SPECIFIC INDICATOR	18m.PH.2.b.3.	Walk upstairs holding an adult's hand or crawl upstairs on hands and knees  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.4 Experiments with different ways of moving</b>
DOMAIN	RI.18m.PH.	<b>PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (18m)</b>
STATEMENT OF ENDURING KNOWLEDGE	18m.PH.3.	<b>Fine Motor Development</b>
GSE STEM	18m.PH.3.a.	<b>Children develop small muscle control, strength, and coordination.</b>
SPECIFIC INDICATOR	18m.PH.3.a.1.	Turn the pages of books and point to pictures while being read to  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <b>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</b>

SPECIFIC INDICATOR	18m.PH.3.a.2.	<p>Hold objects in both hands</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 a. Uses fingers and hands</li> </ul> <p>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
SPECIFIC INDICATOR	18m.PH.3.a.3.	<p>Pick up very small objects with their index finger and thumb</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 a. Uses fingers and hands</li> </ul> <p>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
SPECIFIC INDICATOR	18m.PH.3.a.4.	<p>Bang two toys together</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 a. Uses fingers and hands</li> </ul> <p>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
SPECIFIC INDICATOR	18m.PH.3.a.5.	<p>Play pat-a-cake without much help (such as someone moving their hands for them)</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 a. Uses fingers and hands</li> </ul> <p>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
SPECIFIC INDICATOR	18m.PH.3.a.6.	<p>Begin to stack two to three blocks</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 a. Uses fingers and hands</li> </ul> <p>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
DOMAIN	RI.18m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (18m)
STATEMENT OF ENDURING KNOWLEDGE	18m.PH.3.	Fine Motor Development
GSE STEM	18m.PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR	18m.PH.3.b.1.	<p>Grab and hold large writing objects, such as crayons, with their whole fist</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.2 Grasps drawing and writing tools, jabbing at paper</p>



SPECIFIC INDICATOR	18m.PH.3.b.2.	<p>Scribble spontaneously on paper</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.2 Grasps drawing and writing tools, jabbing at paper</p>
DOMAIN	RI.18m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (18m)</b>
STATEMENT OF ENDURING KNOWLEDGE	18m.SE.1.	<b>Relationships with Others</b>
GSE STEM	18m.SE.1.a.	Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.
SPECIFIC INDICATOR	18m.SE.1.a.1.	<p>Imitate adult behavior by repeating and practicing through play (e.g., sweeping with a toy broom, "talking" on a cell phone)</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.4 Uses trusted adult as a secure base from which to explore the world</p>
SPECIFIC INDICATOR	18m.SE.1.a.2.	<p>Use gestures, body language, and/or vocalizations to seek out help from a preferred adult</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.4 Uses trusted adult as a secure base from which to explore the world</p>
SPECIFIC INDICATOR	18m.SE.1.a.3.	<p>Participate in back-and-forth games with adults</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.4 Uses trusted adult as a secure base from which to explore the world</p>
SPECIFIC INDICATOR	18m.SE.1.a.4.	<p>Seek comfort from a preferred adult when tired or hungry</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.4 Uses trusted adult as a secure base from which to explore the world</p>

SPECIFIC INDICATOR	18m.SE.1.a.5.	Expand their exploration of their environment in the presence of trusted adults, and regularly check in (visually or physically) with these adults when experiencing stress or uncertainty  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
DOMAIN	RI.18m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (18m)</b>
STATEMENT OF ENDURING KNOWLEDGE	18m.SE.1.	Relationships with Others
GSE STEM	18m.SE.1.b.	Children engage in positive relationships and interactions with other children.
SPECIFIC INDICATOR	18m.SE.1.b.1.	Engage in positive interactions with other children while supervised  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
SPECIFIC INDICATOR	18m.SE.1.b.2.	Imitate and respond to other children's actions and behaviors  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
SPECIFIC INDICATOR	18m.SE.1.b.3.	Play alone or engage in parallel play (i.e., play next to but not directly involved in another child's play)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
SPECIFIC INDICATOR	18m.SE.1.b.4.	Recognize and respond differently to younger children  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
DOMAIN	RI.18m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (18m)</b>
STATEMENT OF ENDURING KNOWLEDGE	18m.SE.2.	Sense of Self
GSE STEM	18m.SE.2.a.	Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.

SPECIFIC INDICATOR	18m.SE.2.a.1.	Explore various play materials and show preferences for specific books, toys, or food  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
SPECIFIC INDICATOR	18m.SE.2.a.2.	Demonstrate displeasure when unable to exert influence on events  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
SPECIFIC INDICATOR	18m.SE.2.a.3.	Indicate their dislike by saying “no” or through some other method (e.g., shaking their head or turning their head/body away)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
SPECIFIC INDICATOR	18m.SE.2.a.4.	Make simple choices  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
DOMAIN	RI.18m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (18m)</b>
STATEMENT OF ENDURING KNOWLEDGE	18m.SE.2.	<b>Sense of Self</b>
GSE STEM	18m.SE.2.b.	<b>Children develop the confidence to complete an action successfully or independently.</b>
SPECIFIC INDICATOR	18m.SE.2.b.1.	Show pleasure at their own actions  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
SPECIFIC INDICATOR	18m.SE.2.b.2.	Show attachment to or preference for specific toys  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
SPECIFIC INDICATOR	18m.SE.2.b.3.	Ask for similar activities to be repeated over and over  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self



SPECIFIC INDICATOR	18m.SE.2.b.4.	<p>Attempt to perform self-care activities independently of adult help</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.4 Seeks to do things for self</p>
SPECIFIC INDICATOR	18m.SE.2.b.5.	<p>Recognize their ability to influence their surroundings (e.g., standing on a table or feeding chair to indicate hunger to an adult)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.4 Seeks to do things for self</p>
DOMAIN	RI.18m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (18m)</b>
STATEMENT OF ENDURING KNOWLEDGE	18m.SE.3.	<b>Self-regulation</b>
GSE STEM	18m.SE.3.a.	<b>Children develop the ability to express and regulate their own emotions.</b>
SPECIFIC INDICATOR	18m.SE.3.a.1.	<p>Self-soothe when offered a special toy or blanket in combination with caregiver nurturance</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors a. Manages feelings  Objective 1a.4 Comforts self by seeking out special object or person</p>
SPECIFIC INDICATOR	18m.SE.3.a.2.	<p>Look to a trusted adult for comfort when upset or stressed</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors a. Manages feelings  Objective 1a.4 Comforts self by seeking out special object or person</p>
SPECIFIC INDICATOR	18m.SE.3.a.3.	<p>Demonstrate joy, pleasure, and excitement in learning to do new things</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.4 Seeks to do things for self</p>
DOMAIN	RI.18m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (18m)</b>
STATEMENT OF ENDURING KNOWLEDGE	18m.SE.3.	<b>Self-regulation</b>
GSE STEM	18m.SE.3.b.	<b>Children develop the ability to control impulses.</b>

SPECIFIC INDICATOR	18m.SE.3.b.1.	Amuse themselves for a short period of time  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
SPECIFIC INDICATOR	18m.SE.3.b.2.	Respond to verbal requests to alter their behavior, sometimes continuing with the behavior and sometimes accepting the redirection  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.3 Emerging to 1b.4 Accepts redirection from adults
SPECIFIC INDICATOR	18m.SE.3.b.3.	Say “no” to express their unwillingness (or sign “no” if they have been taught to sign)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
DOMAIN	RI.18m.LD.	<b>LANGUAGE DEVELOPMENT (LD) (18m)</b>
STATEMENT OF ENDURING KNOWLEDGE	18m.LD.1.	Receptive Language
GSE STEM	18m.LD.1.a.	Young children attend to, understand, and respond to increasingly complex language.
SPECIFIC INDICATOR	18m.LD.1.a.1.	Look at what an adult is pointing to and share attention  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
SPECIFIC INDICATOR	18m.LD.1.a.2.	Identify familiar people or objects when prompted  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
SPECIFIC INDICATOR	18m.LD.1.a.3.	Understand more words than they can say  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted

SPECIFIC INDICATOR	18m.LD.1.a.4.	Respond appropriately to familiar words, signs, and songs  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <b>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</b>
SPECIFIC INDICATOR	18m.LD.1.a.5.	Follow simple, one-step directions, especially if accompanied by adult gestures (e.g., “stop” or “come here”)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions <b>Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice</b>
DOMAIN	RI.18m.LD.	<b>LANGUAGE DEVELOPMENT (LD) (18m)</b>
STATEMENT OF ENDURING KNOWLEDGE	18m.LD.2.	<b>Expressive Language</b>
GSE STEM	18m.LD.2.a.	<b>Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.</b>
SPECIFIC INDICATOR	18m.LD.2.a.1.	Communicate in a way that is understood by most familiar people (e.g., eye glances, gestures, sounds)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <b>Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</b>
SPECIFIC INDICATOR	18m.LD.2.a.2.	Produce some words and word-like sounds  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <b>Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</b>
SPECIFIC INDICATOR	18m.LD.2.a.3.	Use eight to ten individual words to communicate wants, needs, interests, and dislikes  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <b>Objective 9c.3 Emerging to 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly</b>

SPECIFIC INDICATOR	18m.LD.2.a.4.	Combine words and gestures to communicate  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <b>Objective 9a.3 Emerging 9a.4 Names familiar, people, animals, and objects</b>
SPECIFIC INDICATOR	18m.LD.2.a.5.	Use short, telegraphic phrases (of one or two words) to communicate wants, needs, and thoughts  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</b>
SPECIFIC INDICATOR	18m.LD.2.a.6.	Use some pronouns  <b>No Correlations</b>
DOMAIN	RI.18m.LD.	<b>LANGUAGE DEVELOPMENT (LD) (18m)</b>
STATEMENT OF ENDURING KNOWLEDGE	18m.LD.3.	<b>Pragmatics</b>
GSE STEM	18m.LD.3.a.	<b>Young children understand, follow, and use appropriate social and conversational rules.</b>
SPECIFIC INDICATOR	18m.LD.3.a.1.	Respond to others' communication with gestures, facial expressions, body movements, and sounds  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <b>Objective 9c.2 Uses one- or two-word sentences or phrases</b>
SPECIFIC INDICATOR	18m.LD.3.a.2.	Communicate vocally or use nonverbal strategies to communicate when interacting with a responsive adult  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <b>Objective 9c.2 Uses one- or two-word sentences or phrases</b>
SPECIFIC INDICATOR	18m.LD.3.a.3.	Engage in joint attention by directing their gaze toward what a speaker is looking at or pointing to  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <b>Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</b>



SPECIFIC INDICATOR	18m.LD.3.a.4.	<p>Point in order to request an object</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>Objective 9a.2 Vocalizes and gestures to communicate</p>
SPECIFIC INDICATOR	18m.LD.3.a.5.	<p>Use body language (cues) such as bobbing their head, raising their eyebrows, smiling, or tilting their head to signal enjoyment or their desire for more of an activity from an adult</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></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.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</p>
DOMAIN	RI.18m.LD.	LANGUAGE DEVELOPMENT (LD) (18m)
STATEMENT OF ENDURING KNOWLEDGE	18m.LD.4.	Language Development of Dual Language Learners
GSE STEM	18m.LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
SPECIFIC INDICATOR	18m.LD.4.a.1.	<p>Demonstrate an understanding of age-appropriate language usage related to conversational as well as basic and advanced concepts in the home language but will not know all the same words in their home language and in English</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 37 Demonstrates progress in listening to and understanding English</li> </ul> <p>Objective 37.2 Observes others as they converse in English during play or other small group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</p>
SPECIFIC INDICATOR	18m.LD.4.a.2.	<p>Attend to English oral language in both real and pretend activities, relying on the intonation, facial expressions, or gestures of the speaker in the same way that they attend to their home oral language</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 37 Demonstrates progress in listening to and understanding English</li> </ul> <p>Objective 37.2 Observes others as they converse in English during play or other small group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</p>



SPECIFIC INDICATOR	18m.LD.4.a.3.	<p>Begin to attend to and participate in English language small- and large-group activities, such as circle time, storybook reading, etc.</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 37 Demonstrates progress in listening to and understanding English</li> </ul> <p>Objective 37.2 Observes others as they converse in English during play or other small group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</p>
SPECIFIC INDICATOR	18m.LD.4.a.4.	<p>Begin to follow simple directions in English, especially when they are accompanied by contextual cues, such as gestures, pointing, and voice modulation</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 37 Demonstrates progress in listening to and understanding English</li> </ul> <p>Objective 37.2 Observes others as they converse in English during play or other small group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</p>
DOMAIN	RI.18m.LD.	LANGUAGE DEVELOPMENT (LD) (18m)
STATEMENT OF ENDURING KNOWLEDGE	18m.LD.4.	Language Development of Dual Language Learners
GSE STEM	18m.LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.
SPECIFIC INDICATOR	18m.LD.4.b.1.	<p>Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.2 Repeats sounds and words in English, sometimes very quietly</p>
SPECIFIC INDICATOR	18m.LD.4.b.2.	<p>Use age-appropriate vocabulary in the home language</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.2 Repeats sounds and words in English, sometimes very quietly</p>
SPECIFIC INDICATOR	18m.LD.4.b.3.	<p>Listen and converse in their home language</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></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>

SPECIFIC INDICATOR	18m.LD.4.b.4.	Use age-appropriate grammar in their home language  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.2 Uses one- or two-word sentences or phrases
SPECIFIC INDICATOR	18m.LD.4.b.5.	Ask a variety of questions (e.g., “what,” “why,” “how,” “when,” and “where”) in their home language  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations
SPECIFIC INDICATOR	18m.LD.4.b.6.	Use simple English expressions that are phonetically correct but may be inappropriate to the context of the conversation or the situation (pragmatically inappropriate; e.g., missing social, contextual, or self-referential cues)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.2 Uses one- or two-word sentences or phrases
DOMAIN	RI.18m.L.	LITERACY (L) (18m)
STATEMENT OF ENDURING KNOWLEDGE	18m.L.1.	Phonological Awareness
GSE STEM	18m.L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR	18m.L.1.a.1.	Listen attentively to familiar stories, rhymes, and songs  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds
SPECIFIC INDICATOR	18m.L.1.a.2.	Use sounds for a variety of purposes  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people
DOMAIN	RI.18m.L.	LITERACY (L) (18m)

STATEMENT OF ENDURING KNOWLEDGE	18m.L.2.	Alphabet Knowledge
GSE STEM	18m.L.2.a.	Children recognize and identify letters and make letter-sound connections.
SPECIFIC INDICATOR	18m.L.2.a.1.	Point to pictures in a book  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
DOMAIN	RI.18m.L.	LITERACY (L) (18m)
STATEMENT OF ENDURING KNOWLEDGE	18m.L.3.	Print Knowledge
GSE STEM	18m.L.3.a.	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR	18m.L.3.a.1.	Demonstrate an increasing ability to handle books without assistance  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.3 Emerging to 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
SPECIFIC INDICATOR	18m.L.3.a.2.	Hold books and look at pictures as if reading  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.3 Emerging to 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
SPECIFIC INDICATOR	18m.L.3.a.3.	Respond to features of books, such as pictures and sensory features (e.g., the fluffy cotton in Pat the Bunny)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
SPECIFIC INDICATOR	18m.L.3.a.4.	Actively participate in shared reading experiences by pointing to and turning pages  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books

DOMAIN	RI.18m.L.	LITERACY (L) (18m)
STATEMENT OF ENDURING KNOWLEDGE	18m.L.4.	Comprehension and Interest
GSE STEM	18m.L.4.a.	Children show interest and an understanding of a variety of literacy experiences.
SPECIFIC INDICATOR	18m.L.4.a.1.	<p>Focus their attention for short periods of time on, and actively participate in, shared reading experiences by pointing to pages, turning pages, and making sounds or saying simple words</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.2 Shows interest in books</p>
SPECIFIC INDICATOR	18m.L.4.a.2.	<p>Request that adults read to them</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.2 Shows interest in books</p>
SPECIFIC INDICATOR	18m.L.4.a.3.	<p>Point to and make sounds for familiar pictures, objects, and characters in books and photographs</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.2 Shows interest in books</p>
SPECIFIC INDICATOR	18m.L.4.a.4.	<p>Make movements and sounds in response to cues in songs and finger plays</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.2 Shows interest in books</p>
SPECIFIC INDICATOR	18m.L.4.a.5.	<p>Demonstrate preferences for favorite books</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.2 Shows interest in books</p>
DOMAIN	RI.18m.L.	LITERACY (L) (18m)
STATEMENT OF ENDURING KNOWLEDGE	18m.L.5.	Literacy Development for Dual Language Learners
GSE STEM	18m.L.5.a.	Children become increasingly engaged in literacy experiences in English.

SPECIFIC INDICATOR	18m.L.5.a.1.	Attend to an adult reading a short storybook written in the home language or to a storybook written in English if the English story has been read in the home language first and especially if the book contains cues (pictures)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
SPECIFIC INDICATOR	18m.L.5.a.2.	“Read” familiar books (written in the home language or in English) when encouraged by others and use the home language to talk about the books  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
SPECIFIC INDICATOR	18m.L.5.a.3.	Begin to identify and relate to a story from their own life experiences in their home language  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
SPECIFIC INDICATOR	18m.L.5.a.4.	Retell a story in their home language when read or told a story in the home language  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
DOMAIN	RI.18m.L.	LITERACY (L) (18m)
STATEMENT OF ENDURING KNOWLEDGE	18m.L.6.	Emergent Writing
GSE STEM	18m.L.6.a.	Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.
SPECIFIC INDICATOR	18m.L.6.a.1.	Scribble spontaneously  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.1 Emerging to 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message

SPECIFIC INDICATOR	18m.L.6.a.2.	Focus on easy-to-hold books, such as board books, when not able to be active (e.g., sitting in a car seat)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
DOMAIN	RI.18m.L.	LITERACY (L) (18m)
STATEMENT OF ENDURING KNOWLEDGE	18m.L.6.	Emergent Writing
GSE STEM	18m.L.6.b.	Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing
SPECIFIC INDICATOR	18m.L.6.b.1.	Make marks or scribbles on paper using a variety of media (e.g., chalk, pencil, markers, paint)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.1 Emerging to 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message
DOMAIN	RI.18m.CD.	COGNITIVE DEVELOPMENT (CD) (18m)
STATEMENT OF ENDURING KNOWLEDGE	18m.CD.1.	Logic and Reasoning
GSE STEM	18m.CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	18m.CD.1.a.1.	Explore small openings and look for items to put in the openings, including their fingers  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.3 Emerging to 11d.4 Explores and investigates ways to make something happen
SPECIFIC INDICATOR	18m.CD.1.a.2.	Solve simple problems independently (e.g., by climbing to retrieve an out-of-reach object)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal

SPECIFIC INDICATOR	18m.CD.1.a.3.	Demonstrate recognition of cause-and-effect relationships (e.g., pushing on a toy truck and watching it roll away)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning b. Persists <b>Objective 11b.2 Repeats actions to obtain similar results</b>
SPECIFIC INDICATOR	18m.CD.1.a.4.	Use visual comparisons to compare quantities (e.g., which pile of crackers has more)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations b. Quantifies <b>Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more</b>
SPECIFIC INDICATOR	18m.CD.1.a.5.	Stack and then knock down “towers” and then stack them up again  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning b. Persists <b>Objective 11b.2 Repeats actions to obtain similar results</b>
DOMAIN	RI.18m.CD.	<b>COGNITIVE DEVELOPMENT (CD) (18m)</b>
STATEMENT OF ENDURING KNOWLEDGE	18m.CD.2.	<b>Memory and Working Memory</b>
GSE STEM	18m.CD.2.a.	<b>Children hold information in their mind and manipulate it to perform tasks.</b>
SPECIFIC INDICATOR	18m.CD.2.a.1.	Point to, or in some other way indicate, familiar people and objects when they are named  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls <b>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</b>
SPECIFIC INDICATOR	18m.CD.2.a.2.	Remember the location of objects that are meaningful to them  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls <b>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</b>
SPECIFIC INDICATOR	18m.CD.2.a.3.	Demonstrate an understanding of object permanence, such as reaching under a blanket to retrieve a stuffed animal  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls <b>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</b>
DOMAIN	RI.18m.CD.	<b>COGNITIVE DEVELOPMENT (CD) (18m)</b>
STATEMENT OF ENDURING	18m.CD.3.	<b>Attention and Inhibitory Control</b>



KNOWLEDGE		
GSE STEM	18m.CD.3.a.	Children's skills increase in filtering impulses and sustaining attention on a task.
SPECIFIC INDICATOR	18m.CD.3.a.1.	Inhibit themselves from reaching for a visible but inaccessible object or reward (e.g., a toy on the other side of a window or out of reach)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
SPECIFIC INDICATOR	18m.CD.3.a.2.	Attend to a short, familiar storybook but may not want to follow the book page by page  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
DOMAIN	RI.18m.CD.	COGNITIVE DEVELOPMENT (CD) (18m)
STATEMENT OF ENDURING KNOWLEDGE	18m.CD.4.	Cognitive Flexibility
GSE STEM	18m.CD.4.a.	Children's skills increase at adjusting to changes in demands, priorities, and perspectives.
SPECIFIC INDICATOR	18m.CD.4.a.1.	Use basic items creatively (e.g., turning a pail over to use it as a drum)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
SPECIFIC INDICATOR	18m.CD.4.a.2.	Demonstrate comfort in familiar routines and activities  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.3 Emerging to 12b.4 Remembers the sequence of personal routines and experiences with teacher support
SPECIFIC INDICATOR	18m.CD.4.a.3.	Engage in more complex play sequences based on an understanding of everyday events and routines (e.g., pretending to punch in numbers on a phone and then "talking" to grandpa after waiting for an answer)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props





SPECIFIC INDICATOR	18m.CD.4.a.4.	Understand the use of people as “tools” for help (e.g., recognizing that an adult can reach an object for them on a high shelf)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <b>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</b>
SPECIFIC INDICATOR	18m.CD.4.a.5.	View world from an egocentric perspective (e.g., crying when frustrated that things are not going their way)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <b>Objective 11c.1 Emerging to 11c.2 Reacts to a problem; seeks to achieve a specific goal</b>
DOMAIN	RI.18m.M.	<b>MATHEMATICS (M) (18m)</b>
STATEMENT OF ENDURING KNOWLEDGE	18m.M.1.	<b>Number Sense and Quantity</b>
GSE STEM	18m.M.1.a.	<b>Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.</b>
SPECIFIC INDICATOR	18m.M.1.a.1.	Use words or gestures for action phrases (e.g., “all gone” and “more”)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations b. Quantifies <b>Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more</b>
SPECIFIC INDICATOR	18m.M.1.a.2.	Recognize that there are “one” or “two” of something  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations b. Quantifies <b>Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more</b>
DOMAIN	RI.18m.M.	<b>MATHEMATICS (M) (18m)</b>
STATEMENT OF ENDURING KNOWLEDGE	18m.M.2.	<b>Number Relationships and Operations</b>
GSE STEM	18m.M.2.a.	<b>Children learn to use numbers to compare quantities and solve problems.</b>
SPECIFIC INDICATOR	18m.M.2.a.1.	Demonstrate early one-to-one correspondence (e.g., filling containers with objects by dropping them in one at a time)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations a. Counts <b>Objective 20a.2 Verbally counts (not always in the correct order)</b>

SPECIFIC INDICATOR	18m.M.2.a.2.	Will usually choose a set that has more of something they prefer over a set that has less, when given the option  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
SPECIFIC INDICATOR	18m.M.2.a.3.	Create larger and smaller sets of objects by grouping and ungrouping items (e.g., placing and removing rings on a vertical peg)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
DOMAIN	RI.18m.M.	<b>MATHEMATICS (M) (18m)</b>
STATEMENT OF ENDURING KNOWLEDGE	18m.M.3.	<b>Classification and Patterning</b>
GSE STEM	18m.M.3.a.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	18m.M.3.a.1.	Identify objects or creatures by implicitly recognizing their basic attributes and applying labels that adults perceive as classes (e.g., all canines are “doggies”; all felines are “kitties”)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 13 Uses classification skills Objective 13.2 Matches similar objects
SPECIFIC INDICATOR	18m.M.3.a.2.	Form sets intuitively in which objects in each set are the same (identical) and objects in the other set are different (e.g., putting all of the dolls in one pile and all of the cars in another)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 13 Uses classification skills Objective 13.2 Matches similar objects
SPECIFIC INDICATOR	18m.M.3.a.3.	Repeat certain action sequences over and over, such as filling and emptying containers  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
SPECIFIC INDICATOR	18m.M.3.a.4.	Make patterns intuitively by repeating particular movements and vocalizations  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life



SPECIFIC INDICATOR	18m.M.3.a.5.	<p>Watch, bounce, or clap to rhythmic sounds or sing along when an adult sings a song or chant</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 23 Demonstrates knowledge of patterns  Objective 23.2 Shows interest in simple patterns in everyday life</p>
DOMAIN	RI.18m.M.	<b>MATHEMATICS (M) (18m)</b>
STATEMENT OF ENDURING KNOWLEDGE	18m.M.4.	Measurement, Comparison, and Ordering
GSE STEM	18m.M.4.a.	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.
SPECIFIC INDICATOR	18m.M.4.a.1.	<p>Notice large differences in size between two objects (e.g., pointing to the bigger ball)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 22 Compares and measures a. Measures objects  Objective 22a.2 Makes simple comparisons between two objects</p>
SPECIFIC INDICATOR	18m.M.4.a.2.	<p>Use such words as “big” and “little” to differentiate sizes</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 22 Compares and measures a. Measures objects  Objective 22a.2 Makes simple comparisons between two objects</p>
SPECIFIC INDICATOR	18m.M.4.a.3.	<p>Explore relative size by trying to squeeze a large object into a smaller container (e.g., putting a doll into doll stroller and then trying to fit themselves into the stroller)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 22 Compares and measures a. Measures objects  Objective 22a.2 Makes simple comparisons between two objects</p>
DOMAIN	RI.18m.M.	<b>MATHEMATICS (M) (18m)</b>
STATEMENT OF ENDURING KNOWLEDGE	18m.M.5.	Geometry and Spatial Sense
GSE STEM	18m.M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	18m.M.5.a.1.	<p>Explore how differently shaped objects fit or do not fit together by manipulating such things as nesting cups or stacking cones</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes  Objective 21b.2 Matches two identical shapes</p>

SPECIFIC INDICATOR	18m.M.5.a.2.	Explore barriers to movement when not able to walk or push past something  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.1 Emerging to 21a.2 Follows simple directions related to position (in, on, under, up, down)
SPECIFIC INDICATOR	18m.M.5.a.3.	Compare the attributes of objects or pictures and identify those that are similar  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 13 Uses classification skills Objective 13.2 Matches similar objects
SPECIFIC INDICATOR	18m.M.5.a.4.	Explore their spatial sense (e.g., by bumping into things; squeezing into a tight space; or looking at an adult or a toy from a different angle, when bending over, or with head turned)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.1 Emerging to 21a.2 Follows simple directions related to position (in, on, under, up, down)
DOMAIN	RI.18m.S.	SCIENCE (S) (18m)
STATEMENT OF ENDURING KNOWLEDGE	18m.S.1.	Scientific Inquiry and Application
GSE STEM	18m.S.1.a.	Children learn to plan for and carry out investigations and collect, evaluate, and communicate information.
SPECIFIC INDICATOR	18m.S.1.a.1.	Demonstrate an awareness that new objects and stimuli are different from already-known objects  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
SPECIFIC INDICATOR	18m.S.1.a.2.	Vary their behaviors or actions to see what the result will be (e.g., splash hands in water, watch toys move)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.3 Emerging to 11d.4 Explores and investigates ways to make something happen

SPECIFIC INDICATOR	18m.S.1.a.3.	Explore and manipulate objects to see what happens or how things work (e.g., flip light switches on and off, press buttons on a music player)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.3 Emerging to 11d.4 Explores and investigates ways to make something happen
SPECIFIC INDICATOR	18m.S.1.a.4.	Pat, push, squish, and pound play dough, clay, or wet sand to experience how it feels and discover what they can do with it  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
SPECIFIC INDICATOR	18m.S.1.a.5.	Demonstrate a recognition of cause-and-effect relationships (e.g., pushing on a toy truck and watching it roll away)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
SPECIFIC INDICATOR	18m.S.1.a.6.	Understand the use of people as “tools” for help (e.g., pulling on an adult’s hand and guiding it to twist the knob on a wind-up toy)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.3 Emerging to 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
DOMAIN	RI.18m.S.	SCIENCE (S) (18m)
STATEMENT OF ENDURING KNOWLEDGE	18m.S.2.	Knowledge of Science Concepts
GSE STEM	18m.S.2.a.	Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.
SPECIFIC INDICATOR	18m.S.2.a.1.	Explore the characteristics of living things (e.g., petting a cat or dog to explore the soft fur)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 25 Demonstrates knowledge of the characteristics of living things

SPECIFIC INDICATOR	18m.S.2.a.2.	Actively experiment with and explore the physical properties of objects and substances (e.g., stacking and knocking down towers and stacking them up again; bouncing balls; playing with play dough)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
DOMAIN	RI.18m.SS.	<b>SOCIAL STUDIES (SS) (18m)</b>
STATEMENT OF ENDURING KNOWLEDGE	18m.SS.1.	Self, Family, and Community
GSE STEM	18m.SS.1.a.	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
SPECIFIC INDICATOR	18m.SS.1.a.1.	Look to caregivers for assistance, guidance, and safety  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
SPECIFIC INDICATOR	18m.SS.1.a.2.	Distinguish between familiar and unfamiliar adults  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
SPECIFIC INDICATOR	18m.SS.1.a.3.	Show an awareness of the unique attributes of people  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
DOMAIN	RI.18m.CA.	<b>CREATIVE ARTS (CA) (18m)</b>
STATEMENT OF ENDURING KNOWLEDGE	18m.CA.1.	Experimentation and Participation in the Creative Arts
GSE STEM	18m.CA.1.a.	Children gain appreciation for and participate in the creative arts.
SPECIFIC INDICATOR	18m.CA.1.a.1.	Recognize and associate a certain song or sound with a particular meaning (e.g., hearing a nap-time song and thinking that it's safe, secure, and time to nap)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 34 Explores musical concepts and expression

SPECIFIC INDICATOR	18m.CA.1.a.2.	Use facial expressions, sound (e.g., vocalizations, clapping), and movement to encourage singers or music to continue  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 34 Explores musical concepts and expression
SPECIFIC INDICATOR	18m.CA.1.a.3.	Use sounds and their voice as they play or look at books with adults  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people
SPECIFIC INDICATOR	18m.CA.1.a.4.	Make loud noises just for fun, such as screaming or yelling  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people
SPECIFIC INDICATOR	18m.CA.1.a.5.	Make movements and sounds in response to cues in songs and finger plays  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 34 Explores musical concepts and expression
SPECIFIC INDICATOR	18m.CA.1.a.6.	Stand with feet wide apart and sways to the sound of music  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 35 Explores dance and movement concepts
SPECIFIC INDICATOR	18m.CA.1.a.7.	Use a variety of materials in exploring and creating visual art  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
SPECIFIC INDICATOR	18m.CA.1.a.8.	Create marks with crayons, paints, and chalk  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
SPECIFIC INDICATOR	18m.CA.1.a.9.	Enjoy producing music and other sounds with simple instruments (e.g., triangles, tambourines, etc.)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 34 Explores musical concepts and expression



SPECIFIC INDICATOR	18m.CA.1.a.10.	Engage in more complex play sequences based on an understanding of everyday events and routines (e.g., pretending to drink from a cup and then saying “Ah!” when finished)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <b>Objective 14b.2 Imitates actions of others during play; uses real objects as props</b>
DOMAIN	RI.24m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (24m)
STATEMENT OF ENDURING KNOWLEDGE	24m.PH.1.	Health and Safety Practices
GSE STEM	24m.PH.1.a.	Children engage in structured and unstructured physical activity.
SPECIFIC INDICATOR	24m.PH.1.a.1.	Wield larger toys with some accuracy (e.g., pounding on a pegboard and pegs or on a pounding board)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 6 Demonstrates gross-motor manipulative skills <b>Objective 6.4 Manipulates balls or similar objects with stiff body movements</b>
SPECIFIC INDICATOR	24m.PH.1.a.2.	Back into a chair to sit down  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.4 Experiments with different ways of moving</b>
SPECIFIC INDICATOR	24m.PH.1.a.3.	Squat while playing  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 5 Demonstrates balancing skills <b>Objective 5.4 Experiments with different ways of balancing</b>
SPECIFIC INDICATOR	24m.PH.1.a.4.	Carry a large toy while walking or playing  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.4 Experiments with different ways of moving</b>
SPECIFIC INDICATOR	24m.PH.1.a.5.	Run after older children who are running  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.6 Moves purposefully from place to place with control</b>
DOMAIN	RI.24m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (24m)
STATEMENT OF ENDURING KNOWLEDGE	24m.PH.1.	Health and Safety Practices
GSE STEM	24m.PH.1.b.	Children become increasingly able to identify unsafe situations and gradually learn





		strategies for responding to them.
SPECIFIC INDICATOR	24m.PH.1.b.1.	Respond appropriately to redirection by adults unless too caught up in a game or emotion  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.4 Seeks to do things for self</b>
SPECIFIC INDICATOR	24m.PH.1.b.2.	Demonstrate a beginning understanding when adults say “stop” or “danger” by stopping or listening to adults  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <b>Objective 1b.3 Emerging to 1b.4 Accepts redirection from adults</b>
SPECIFIC INDICATOR	24m.PH.1.b.3.	Hold hands briefly with adults when walking but often break contact when distracted by another person or object  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <b>Objective 1b.3 Emerging to 1b.4 Accepts redirection from adults</b>
DOMAIN	RI.24m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (24m)
STATEMENT OF ENDURING KNOWLEDGE	24m.PH.1.	Health and Safety Practices
GSE STEM	24m.PH.1.c.	Children develop self-help skills.
SPECIFIC INDICATOR	24m.PH.1.c.1.	Feed themselves with spoon and fork (with some spilling) if early self-help skills are valued and taught in their family culture  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.4 Seeks to do things for self</b>
SPECIFIC INDICATOR	24m.PH.1.c.2.	Drink from a cup (with some spilling) if early self-help skills are valued and taught in their family culture  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.4 Seeks to do things for self</b>

SPECIFIC INDICATOR	24m.PH.1.c.3.	Participate in some self tooth brushing while an adult is helping them brush their teeth  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.4 Seeks to do things for self</b>
SPECIFIC INDICATOR	24m.PH.1.c.4.	Indicate choices in clothes and shoes by gesturing or using simple words  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.4 Seeks to do things for self</b>
SPECIFIC INDICATOR	24m.PH.1.c.5.	Have limited control over bowels and bladder  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.4 Seeks to do things for self</b>
SPECIFIC INDICATOR	24m.PH.1.c.6.	Use a tissue when offered by an adult to wipe nose, face, or hands  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.4 Seeks to do things for self</b>
DOMAIN	RI.24m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (24m)
STATEMENT OF ENDURING KNOWLEDGE	24m.PH.2.	Gross Motor Development
GSE STEM	24m.PH.2.a.	Children develop large muscle control, strength, and coordination.
SPECIFIC INDICATOR	24m.PH.2.a.1.	Bend or stoop over to pick up a toy or other object  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 5 Demonstrates balancing skills <b>Objective 5.4 Experiments with different ways of balancing</b>
SPECIFIC INDICATOR	24m.PH.2.a.2.	Pull toys behind themselves  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.4 Experiments with different ways of moving</b>

SPECIFIC INDICATOR	24m.PH.2.a.3.	Climb onto and off of couches, chairs, large rocks, or logs  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.4 Experiments with different ways of moving</b>
SPECIFIC INDICATOR	24m.PH.2.a.4.	Roll a large ball  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 6 Demonstrates gross-motor manipulative skills <b>Objective 6.4 Manipulates balls or similar objects with stiff body movements</b>
SPECIFIC INDICATOR	24m.PH.2.a.5.	Toss a ball into a large container  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 6 Demonstrates gross-motor manipulative skills <b>Objective 6.4 Manipulates balls or similar objects with stiff body movements</b>
SPECIFIC INDICATOR	24m.PH.2.a.6.	Sit on and move small-wheeled riding toys  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.4 Experiments with different ways of moving</b>
DOMAIN	RI.24m.PH.	<b>PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (24m)</b>
STATEMENT OF ENDURING KNOWLEDGE	24m.PH.2.	<b>Gross Motor Development</b>
GSE STEM	24m.PH.2.b.	<b>Children develop traveling skills.</b>
SPECIFIC INDICATOR	24m.PH.2.b.1.	Run sturdily  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.6 Moves purposefully from place to place with control</b>
SPECIFIC INDICATOR	24m.PH.2.b.2.	Walk up steps with some help  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.5 Emerging to 4.6 Moves purposefully from place to place with control</b>
SPECIFIC INDICATOR	24m.PH.2.b.3.	Walk backwards  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.4 Experiments with different ways of moving</b>

SPECIFIC INDICATOR	24m.PH.2.b.4.	<p>Walk on tiptoes</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><b>Objective 4.4 Experiments with different ways of moving</b></p>
DOMAIN	RI.24m.PH.	<b>PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (24m)</b>
STATEMENT OF ENDURING KNOWLEDGE	24m.PH.3.	<b>Fine Motor Development</b>
GSE STEM	24m.PH.3.a.	<b>Children develop small muscle control, strength, and coordination.</b>
SPECIFIC INDICATOR	24m.PH.3.a.1.	<p>Open cabinets, drawers, and boxes</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 a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.5 Emerging to 7a.6 Uses refined wrist and finger movements</b></p>
SPECIFIC INDICATOR	24m.PH.3.a.2.	<p>String large beads</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 a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.5 Emerging to 7a.6 Uses refined wrist and finger movements</b></p>
SPECIFIC INDICATOR	24m.PH.3.a.3.	<p>Turn containers over to empty out the contents</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 a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.5 Emerging to 7a.6 Uses refined wrist and finger movements</b></p>
SPECIFIC INDICATOR	24m.PH.3.a.4.	<p>Remove lids from containers</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 a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.5 Emerging to 7a.6 Uses refined wrist and finger movements</b></p>
SPECIFIC INDICATOR	24m.PH.3.a.5.	<p>Stack four to six large blocks/cubes</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 a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.5 Emerging to 7a.6 Uses refined wrist and finger movements</b></p>

SPECIFIC INDICATOR	24m.PH.3.a.6.	<p>Attempt snipping with scissors</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 a. Uses fingers and hands</li> </ul> <p>Objective 7a.5 Emerging to 7a.6 Uses refined wrist and finger movements</p>
DOMAIN	RI.24m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (24m)
STATEMENT OF ENDURING KNOWLEDGE	24m.PH.3.	Fine Motor Development
GSE STEM	24m.PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR	24m.PH.3.b.1.	<p>Hold large writing objects, such as crayons, in an approximate thumb-and-finger grip</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.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>
SPECIFIC INDICATOR	24m.PH.3.b.2.	<p>Make spontaneous dots, lines, and wobbly circles when painting or drawing</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.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>
SPECIFIC INDICATOR	24m.PH.3.b.3.	<p>Fold paper approximately in half</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 a. Uses fingers and hands</li> </ul> <p>Objective 7a.5 Emerging to 7a.6 Uses refined wrist and finger movements</p>
DOMAIN	RI.24m.SE.	SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (24m)
STATEMENT OF ENDURING KNOWLEDGE	24m.SE.1.	Relationships with Others
GSE STEM	24m.SE.1.a.	Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.
SPECIFIC INDICATOR	24m.SE.1.a.1.	<p>Imitate by continuing to repeat actions they have seen long after they have seen them</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>

SPECIFIC INDICATOR	24m.SE.1.a.2.	Initiate play and interactions with familiar adults (e.g., pretending to drive a car or bake a cake)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <b>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</b>
SPECIFIC INDICATOR	24m.SE.1.a.3.	Interact with adults to meet needs and wants, communicating through gestures, facial expressions, and simple words  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <b>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</b>
SPECIFIC INDICATOR	24m.SE.1.a.4.	Continue to seek out the primary adults in their life as their secure base (using simple words as well as regular visual or physical contact) while playing or exploring the environment and when uncertain  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <b>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</b>
DOMAIN	RI.24m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (24m)</b>
STATEMENT OF ENDURING KNOWLEDGE	24m.SE.1.	<b>Relationships with Others</b>
GSE STEM	24m.SE.1.b.	<b>Children engage in positive relationships and interactions with other children.</b>
SPECIFIC INDICATOR	24m.SE.1.b.1.	Demonstrate interest or concern for a peer who is hurt, fallen, or in distress  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <b>Objective 2b.4 Demonstrates concern about the feelings of others</b>
SPECIFIC INDICATOR	24m.SE.1.b.2.	Recognize the idea of possessions (i.e., acting as though they own something) and demonstrate an understanding of “mine” and “not mine”  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <b>Objective 3a.2 Responds appropriately to others’ expressions of wants</b>

SPECIFIC INDICATOR	24m.SE.1.b.3.	<p>Predominately use parallel play (next to others) while trying out associative play (sharing toys or commenting on the play of others)</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>
DOMAIN	RI.24m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (24m)</b>
STATEMENT OF ENDURING KNOWLEDGE	24m.SE.2.	<b>Sense of Self</b>
GSE STEM	24m.SE.2.a.	Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.
SPECIFIC INDICATOR	24m.SE.2.a.1.	<p>Recognize some body parts (e.g., pointing to eyes, ears, or nose when asked)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 29 Demonstrates knowledge about self</li> </ul>
SPECIFIC INDICATOR	24m.SE.2.a.2.	<p>Refer to themselves by name</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 29 Demonstrates knowledge about self</li> </ul>
SPECIFIC INDICATOR	24m.SE.2.a.3.	<p>Use “me” and “mine” in reference to themselves and to objects</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 29 Demonstrates knowledge about self</li> </ul>
SPECIFIC INDICATOR	24m.SE.2.a.4.	<p>Express preferences for certain toys or objects</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 29 Demonstrates knowledge about self</li> </ul>
SPECIFIC INDICATOR	24m.SE.2.a.5.	<p>Enjoy playing alone for short periods of time</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 29 Demonstrates knowledge about self</li> </ul>
SPECIFIC INDICATOR	24m.SE.2.a.6.	<p>Try to do some things without help</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.4 Seeks to do things for self</b></p>
DOMAIN	RI.24m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (24m)</b>
STATEMENT OF ENDURING KNOWLEDGE	24m.SE.2.	<b>Sense of Self</b>



<b>GSE STEM</b>	<b>24m.SE.2.b.</b>	<b>Children develop the confidence to complete an action successfully or independently.</b>
<b>SPECIFIC INDICATOR</b>	<b>24m.SE.2.b.1.</b>	<p>Alternate between doing things independently and wanting help or comfort</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.4 Seeks to do things for self</p>
<b>SPECIFIC INDICATOR</b>	<b>24m.SE.2.b.2.</b>	<p>Repeat activities and words and songs over and over</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.4 Seeks to do things for self</p>
<b>SPECIFIC INDICATOR</b>	<b>24m.SE.2.b.3.</b>	<p>Participate in solitary pretend play (e.g., wearing hats, talking on a phone)</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.4 Seeks to do things for self</p>
<b>SPECIFIC INDICATOR</b>	<b>24m.SE.2.b.4.</b>	<p>Help with simple tasks (e.g., picking up toys)</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.4 Seeks to do things for self</p>
<b>DOMAIN</b>	<b>RI.24m.SE.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (24m)</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>24m.SE.3.</b>	<b>Self-regulation</b>
<b>GSE STEM</b>	<b>24m.SE.3.a.</b>	<b>Children develop the ability to express and regulate their own emotions.</b>
<b>SPECIFIC INDICATOR</b>	<b>24m.SE.3.a.1.</b>	<p>Accept a security toy or blanket to self-soothe</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.4 Comforts self by seeking out special object or person</p>
<b>SPECIFIC INDICATOR</b>	<b>24m.SE.3.a.2.</b>	<p>Demonstrate familiarity with routines</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.4 Comforts self by seeking out special object or person</p>



SPECIFIC INDICATOR	24m.SE.3.a.3.	Demonstrate strong emotions, such as anger, through actions (e.g., falling down on the floor and kicking their legs—throwing a “tantrum”) and calm down with caregiver assistance  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
SPECIFIC INDICATOR	24m.SE.3.a.4.	Express emotions (e.g., happiness, sadness, or anger) through singing and pretend play (in addition to “tantrums”)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
DOMAIN	RI.24m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (24m)</b>
STATEMENT OF ENDURING KNOWLEDGE	24m.SE.3.	Self-regulation
GSE STEM	24m.SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	24m.SE.3.b.1.	Respond to redirection most of the time  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.3 Emerging to 1b.4 Accepts redirection from adults
SPECIFIC INDICATOR	24m.SE.3.b.2.	Once redirected, change focus to the new object, person, or play  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
SPECIFIC INDICATOR	24m.SE.3.b.3.	Participate in routines with adult guidance  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
DOMAIN	RI.24m.LD.	<b>LANGUAGE DEVELOPMENT (LD) (24m)</b>
STATEMENT OF ENDURING KNOWLEDGE	24m.LD.1.	Receptive Language
GSE STEM	24m.LD.1.a.	Young children attend to, understand, and respond to increasingly complex language.

SPECIFIC INDICATOR	24m.LD.1.a.1.	Understand approximately 200 words (receptive language)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <b>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</b>
SPECIFIC INDICATOR	24m.LD.1.a.2.	Follow one-step directions with few adult gestures (e.g., responding to an adult saying, “Please lift your arms.”)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions <b>Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice</b>
DOMAIN	RI.24m.LD.	<b>LANGUAGE DEVELOPMENT (LD) (24m)</b>
STATEMENT OF ENDURING KNOWLEDGE	24m.LD.2.	<b>Expressive Language</b>
GSE STEM	24m.LD.2.a.	<b>Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.</b>
SPECIFIC INDICATOR	24m.LD.2.a.1.	Communicate basic needs in a way that is understood by many people outside the family or child care  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <b>Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</b>
SPECIFIC INDICATOR	24m.LD.2.a.2.	Use “please” and “thank you”  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <b>Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</b>
SPECIFIC INDICATOR	24m.LD.2.a.3.	Combine words with gestures and expressions (cues) to ensure adults understand their desires or requests (e.g., pointing to the door and saying, “Go outside.”)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <b>Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</b>



SPECIFIC INDICATOR	24m.LD.2.a.4.	<p>Hold one-sided conversations with stuffed animals and dolls</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. Engages in conversations</li> </ul> <p>Objective 10a.3 Emerging to 10a.4 Initiates and attends to brief conversations</p>
SPECIFIC INDICATOR	24m.LD.2.a.5.	<p>Start to use the plural forms of nouns and verbs</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>
SPECIFIC INDICATOR	24m.LD.2.a.6.	<p>Start to use the past tense of verbs</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>
DOMAIN	RI.24m.LD.	LANGUAGE DEVELOPMENT (LD) (24m)
STATEMENT OF ENDURING KNOWLEDGE	24m.LD.3.	Pragmatics
GSE STEM	24m.LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	24m.LD.3.a.1.	<p>Participate in simple turn-taking during one-on-one conversations</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. Engages in conversations</li> </ul> <p>Objective 10a.4 Initiates and attends to brief conversations</p>
SPECIFIC INDICATOR	24m.LD.3.a.2.	<p>Demonstrate concern for others through gestures and facial expressions</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.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>

SPECIFIC INDICATOR	24m.LD.3.a.3.	<p>Directly interact with adults to signal enjoyment or a desire for more (e.g., by tugging on an adult's pant leg, patting an adult, holding an adult's arm, or verbalizing)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language  Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
DOMAIN	RI.24m.LD.	LANGUAGE DEVELOPMENT (LD) (24m)
STATEMENT OF ENDURING KNOWLEDGE	24m.LD.4.	Language Development of Dual Language Learners
GSE STEM	24m.LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
SPECIFIC INDICATOR	24m.LD.4.a.1.	<p>Make progress in their home language</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 37 Demonstrates progress in listening to and understanding English  Objective 37.4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids</p>
SPECIFIC INDICATOR	24m.LD.4.a.2.	<p>Demonstrate an understanding of English words for objects and actions and of English phrases encountered frequently in both real and pretend activities</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 37 Demonstrates progress in listening to and understanding English  Objective 37.4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids</p>
SPECIFIC INDICATOR	24m.LD.4.a.3.	<p>Demonstrate an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 37 Demonstrates progress in listening to and understanding English  Objective 37.4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids</p>
SPECIFIC INDICATOR	24m.LD.4.a.4.	<p>Respond appropriately to requests in English that involve one-step directions (e.g., “clean up”) when personally directed by others (these requests may occur with or without contextual cues)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 37 Demonstrates progress in listening to and understanding English  Objective 37.4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids</p>
DOMAIN	RI.24m.LD.	LANGUAGE DEVELOPMENT (LD) (24m)



STATEMENT OF ENDURING KNOWLEDGE	24m.LD.4.	Language Development of Dual Language Learners
GSE STEM	24m.LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.
SPECIFIC INDICATOR	24m.LD.4.b.1.	Combine nonverbal with some verbal communication to be understood by others  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
SPECIFIC INDICATOR	24m.LD.4.b.2.	Codeswitch (insert a home language word into an English sentence to get the point across when they don't know the word in English)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
SPECIFIC INDICATOR	24m.LD.4.b.3.	Use telegraphic speech (two-word phrases rather than full sentences, such as “want food”)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
SPECIFIC INDICATOR	24m.LD.4.b.4.	Use formulaic speech (expressions that are learned whole, e.g., “I don’t know”)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
SPECIFIC INDICATOR	24m.LD.4.b.5.	Use English vocabulary that mainly consists of concrete nouns and some verbs and pronouns  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea

SPECIFIC INDICATOR	24m.LD.4.b.6.	<p>Converse with others in English using two or three words at a time but switch back and forth between English and their home language</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
SPECIFIC INDICATOR	24m.LD.4.b.7.	<p>Use some English grammatical markers (e.g., “-ing” or the plural-forming “-s”) and apply at times the rules of grammar of the home language to English</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
SPECIFIC INDICATOR	24m.LD.4.b.8.	<p>Use “what” and “why” questions in English, sometimes with errors</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
DOMAIN	RI.24m.L.	LITERACY (L) (24m)
STATEMENT OF ENDURING KNOWLEDGE	24m.L.1.	Phonological Awareness
GSE STEM	24m.L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR	24m.L.1.a.1.	<p>Repeat words in rhymes and chants with prompting</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme</li> </ul> <p>Objective 15a.2 Joins in rhyming songs and games</p>
SPECIFIC INDICATOR	24m.L.1.a.2.	<p>Identify familiar melodies and rhythms in music (in the way that early readers listen for sound-alike words and patterns)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 23 Demonstrates knowledge of patterns</li> </ul> <p>Objective 23.2 Shows interest in simple patterns in everyday life</p>

SPECIFIC INDICATOR	24m.L.1.a.3.	<p>Recognize combinations of words</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 a. Notices and discriminates rhyme</li> </ul> <p>Objective 15a.2 Joins in rhyming songs and games</p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration</li> </ul> <p>Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>
SPECIFIC INDICATOR	24m.L.1.a.4.	<p>Use two- to three-word sentences (e.g., “Go bye-bye,” “Mommy’s car”)</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.2 Uses one- or two-word sentences or phrases</p>
SPECIFIC INDICATOR	24m.L.1.a.5.	<p>Repeat new words adults say</p> <p>No Correlations</p>
DOMAIN	RI.24m.L.	LITERACY (L) (24m)
STATEMENT OF ENDURING KNOWLEDGE	24m.L.2.	Alphabet Knowledge
GSE STEM	24m.L.2.a.	Children recognize and identify letters and make letter-sound connections.
SPECIFIC INDICATOR	24m.L.2.a.1.	<p>Point to pictures and groupings of words (e.g., paragraphs) in books</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters</li> </ul> <p>Objective 16a.1 Emerging to 16a.2 Recognizes and names a few letters in own name</p>
SPECIFIC INDICATOR	24m.L.2.a.2.	<p>Recognize simple environmental print (e.g., McDonalds’ “M” and Wal-Mart “W,” although they may not say the letter)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters</li> </ul> <p>Objective 16a.1 Emerging to 16a.2 Recognizes and names a few letters in own name</p>
SPECIFIC INDICATOR	24m.L.2.a.3.	<p>Imitate the sounds of animals and people pointed to in books (e.g., making the sound of a squawking duck or a crying baby)</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.1 Emerging to 17b.2 Shows understanding that text is meaningful and can be read</p>
DOMAIN	RI.24m.L.	LITERACY (L) (24m)





STATEMENT OF ENDURING KNOWLEDGE	24m.L.3.	Print Knowledge
GSE STEM	24m.L.3.a.	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.
SPECIFIC INDICATOR	24m.L.3.a.1.	Open books and bring books to an adult to read  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
SPECIFIC INDICATOR	24m.L.3.a.2.	Point out pictures in books and say the names of items in the pictures  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
SPECIFIC INDICATOR	24m.L.3.a.3.	Actively participate in shared reading experiences by making one- or two-word comments and continuing to point to and turn pages  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
DOMAIN	RI.24m.L.	LITERACY (L) (24m)
STATEMENT OF ENDURING KNOWLEDGE	24m.L.4.	Comprehension and Interest
GSE STEM	24m.L.4.a.	Children show interest and an understanding of a variety of literacy experiences.
SPECIFIC INDICATOR	24m.L.4.a.1.	Use words, gestures, and/or expressions to request rhymes and rhythm games from adults (e.g., asking an adult by demonstrating part of a rhyme's movement and combining the movement with words)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds



SPECIFIC INDICATOR	24m.L.4.a.2.	Request adults to read books or certain pages in books to them (e.g., bringing a book to an adult while speaking words of request or making facial expressions that indicate the request)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
SPECIFIC INDICATOR	24m.L.4.a.3.	Use gestures and body actions to indicate their interest in having a book read (e.g., nodding their head, raising eyebrows, and pointing)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
SPECIFIC INDICATOR	24m.L.4.a.4.	Prefer to listen to familiar or favorite books multiple times (at a single setting or each day)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
DOMAIN	RI.24m.L.	LITERACY (L) (24m)
STATEMENT OF ENDURING KNOWLEDGE	24m.L.5.	Literacy Development for Dual Language Learners
GSE STEM	24m.L.5.a.	Children become increasingly engaged in literacy experiences in English.
SPECIFIC INDICATOR	24m.L.5.a.1.	Participate in reading activities, using books written in English when the language is predictable  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
SPECIFIC INDICATOR	24m.L.5.a.2.	Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books

SPECIFIC INDICATOR	24m.L.5.a.3.	Describe their own experiences related to the topic of a story, sometimes using telegraphic and/or formulaic speech in English  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
SPECIFIC INDICATOR	24m.L.5.a.4.	Begin to narrate using English that reflects an increasingly larger vocabulary and more complex grammar  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
SPECIFIC INDICATOR	24m.L.5.a.5.	Retell a story using the home language and some English when read or told the story in English  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
DOMAIN	RI.24m.L.	LITERACY (L) (24m)
STATEMENT OF ENDURING KNOWLEDGE	24m.L.6.	Emergent Writing
GSE STEM	24m.L.6.a.	Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.
SPECIFIC INDICATOR	24m.L.6.a.1.	Use things the way they are intended to be used (e.g. scribbling on paper rather than on table surfaces)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.1 Emerging to 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message
DOMAIN	RI.24m.L.	LITERACY (L) (24m)
STATEMENT OF ENDURING KNOWLEDGE	24m.L.6.	Emergent Writing
GSE STEM	24m.L.6.b.	Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing

SPECIFIC INDICATOR	24m.L.6.b.1.	<p>Make intentional scribbles and shapes when offered paper and crayons or other writing instruments and show their drawings to others</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.1 Emerging to 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message</p>
DOMAIN	RI.24m.CD.	<b>COGNITIVE DEVELOPMENT (CD) (24m)</b>
STATEMENT OF ENDURING KNOWLEDGE	24m.CD.1.	<b>Logic and Reasoning</b>
GSE STEM	24m.CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	24m.CD.1.a.1.	<p>Explore the properties of objects by grabbing, pushing, pulling, turning over, and throwing them</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.4 Explores and investigates ways to make something happen</p>
SPECIFIC INDICATOR	24m.CD.1.a.2.	<p>Make simple decisions, take action, and observe the effect of their actions on others (e.g., pushing a toy truck toward an adult, watching it hit the adult, and observing how the adult reacts)</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>Objective 11b.4 Practices an activity many times until successful</p>
SPECIFIC INDICATOR	24m.CD.1.a.3.	<p>Treat objects differently as they begin to understand similarity and difference (e.g., squeezing stuffed animals and throwing balls)</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.4 Explores and investigates ways to make something happen</p>
SPECIFIC INDICATOR	24m.CD.1.a.4.	<p>Separate objects by a single feature (e.g., color)</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>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>

SPECIFIC INDICATOR	24m.CD.1.a.5.	Match simple geometric forms (e.g., circle, square, triangle) that have the same size and orientation  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
SPECIFIC INDICATOR	24m.CD.1.a.6.	Develop learning schemes related to people and actions (e.g., saying “goodbye” and then leaving, or asking for music and then dancing to it)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
DOMAIN	RI.24m.CD.	COGNITIVE DEVELOPMENT (CD) (24m)
STATEMENT OF ENDURING KNOWLEDGE	24m.CD.2.	Memory and Working Memory
GSE STEM	24m.CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	24m.CD.2.a.1.	Demonstrate a solid understanding of object permanence (e.g., looking for a car after it enters a tunnel, finding play dough that has been put away in a cupboard)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
SPECIFIC INDICATOR	24m.CD.2.a.2.	Purposefully put two actions together in sequence (e.g., grabbing a large ball and rolling it)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
DOMAIN	RI.24m.CD.	COGNITIVE DEVELOPMENT (CD) (24m)
STATEMENT OF ENDURING KNOWLEDGE	24m.CD.3.	Attention and Inhibitory Control
GSE STEM	24m.CD.3.a.	Children’s skills increase in filtering impulses and sustaining attention on a task.
SPECIFIC INDICATOR	24m.CD.3.a.1.	Have a general understanding of the passing of time and the meaning of phrases like “not now” and “after lunch”  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support

SPECIFIC INDICATOR	24m.CD.3.a.2.	<p>Comply with simple two-part requests that involve waiting (e.g., “Eat your breakfast and then we’ll play with the blocks.”)</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.5 Emerging to 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences</p>
DOMAIN	RI.24m.CD.	COGNITIVE DEVELOPMENT (CD) (24m)
STATEMENT OF ENDURING KNOWLEDGE	24m.CD.4.	Cognitive Flexibility
GSE STEM	24m.CD.4.a.	Children’s skills increase at adjusting to changes in demands, priorities, and perspectives.
SPECIFIC INDICATOR	24m.CD.4.a.1.	<p>Change their behavior in response to environmental cues (e.g., when an adult sits on the floor with a book, they put down their blocks and go over to the adult to listen to the adult read)</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.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
SPECIFIC INDICATOR	24m.CD.4.a.2.	<p>Change their behavior in response to their environment by using the “tools” around them (e.g., if a toy is on a towel, pulling the towel to bring the toy closer, rather than just going over to the 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 c. Solves problems</li> </ul> <p>Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</p>
DOMAIN	RI.24m.M.	MATHEMATICS (M) (24m)
STATEMENT OF ENDURING KNOWLEDGE	24m.M.1.	Number Sense and Quantity
GSE STEM	24m.M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
SPECIFIC INDICATOR	24m.M.1.a.1.	<p>Name their first number word—typically “two” (or they hold up two fingers)</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 b. Quantifies</li> </ul> <p>Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more</p>

SPECIFIC INDICATOR	24m.M.1.a.2.	Bring two treats when asked to get treats for two people  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
SPECIFIC INDICATOR	24m.M.1.a.3.	Match small and large objects (e.g., counting bears to make “Mommy and Me” pairs)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 13 Uses classification skills Objective 13.2 Matches similar objects
DOMAIN	RI.24m.M.	MATHEMATICS (M) (24m)
STATEMENT OF ENDURING KNOWLEDGE	24m.M.2.	Number Relationships and Operations
GSE STEM	24m.M.2.a.	Children learn to use numbers to compare quantities and solve problems.
SPECIFIC INDICATOR	24m.M.2.a.1.	Begin to say or gesture the number “two” when asked how old they are  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
SPECIFIC INDICATOR	24m.M.2.a.2.	Put objects in accurate, one-to-one correspondence when supported by the context (e.g., placing one plastic egg into each indentation of an egg carton)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
SPECIFIC INDICATOR	24m.M.2.a.3.	Compare collections that are quite different in size (e.g., one that is at least twice the other)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
SPECIFIC INDICATOR	24m.M.2.a.4.	Notice when another child has more of something and gesture or verbalize “want more”  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more

SPECIFIC INDICATOR	24m.M.2.a.5.	Put groups of objects together and begin to subtract (i.e., share) objects by offering one or more to a friend or adult  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
DOMAIN	RI.24m.M.	MATHEMATICS (M) (24m)
STATEMENT OF ENDURING KNOWLEDGE	24m.M.3.	Classification and Patterning
GSE STEM	24m.M.3.a.	Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.
SPECIFIC INDICATOR	24m.M.3.a.1.	Sort and match toys and other objects by attributes, such as color or size  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
SPECIFIC INDICATOR	24m.M.3.a.2.	Form sets with objects that are similar in some properties (but not necessarily identical), such as separating groups by color  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
SPECIFIC INDICATOR	24m.M.3.a.3.	Make simple patterns of movement through repeated rhythmic activity  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
SPECIFIC INDICATOR	24m.M.3.a.4.	Copy an adult's made-up verbal pattern (e.g., "me, me, moo")  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 23 Demonstrates knowledge of patterns Objective 23.4 Copies simple repeating patterns
SPECIFIC INDICATOR	24m.M.3.a.5.	Recognize and begin to participate in patterns within stories and in songs  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life



DOMAIN	RI.24m.M.	MATHEMATICS (M) (24m)
STATEMENT OF ENDURING KNOWLEDGE	24m.M.4.	Measurement, Comparison, and Ordering
GSE STEM	24m.M.4.a.	Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.
SPECIFIC INDICATOR	24m.M.4.a.1.	<p>Use words such as “big,” “small,” and “more” to indicate differences in quantity</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.2 Demonstrates understanding of the concepts of one, two, and more</p>
SPECIFIC INDICATOR	24m.M.4.a.2.	<p>Understand and use general measurement words, such as “big” and “hot”</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>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
SPECIFIC INDICATOR	24m.M.4.a.3.	<p>Recognize when their food bowl is empty and gesture to indicate that fact, or say “more” or “all gone”</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.2 Demonstrates understanding of the concepts of one, two, and more</p>
SPECIFIC INDICATOR	24m.M.4.a.4.	<p>Find and point to small objects (e.g., the tiny mouse on the pages of Goodnight Moon)</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>Objective 22a.2 Makes simple comparisons between two objects</p>
DOMAIN	RI.24m.M.	MATHEMATICS (M) (24m)
STATEMENT OF ENDURING KNOWLEDGE	24m.M.5.	Geometry and Spatial Sense
GSE STEM	24m.M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	24m.M.5.a.1.	<p>Match familiar shapes (e.g., circle, square, triangle) that have the same size and the same orientation</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>Objective 21b.2 Matches two identical shapes</p>



SPECIFIC INDICATOR	24m.M.5.a.2.	<p>Attempt to stack blocks as high or higher than themselves</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>
SPECIFIC INDICATOR	24m.M.5.a.3.	<p>Match simple shapes (e.g., placing a shape on a shape board)</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.2 Matches two identical shapes</p>
SPECIFIC INDICATOR	24m.M.5.a.4.	<p>Explore gravity (e.g., push toy cars down an incline, such as a slanted board)</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>
SPECIFIC INDICATOR	24m.M.5.a.5.	<p>Respond to spatial directions, such as “come here,” “go over there,” and “get down on the floor,” especially if the words are accompanied by gestures, such as pointing</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.2 Follows simple directions related to position (in, on, under, up, down)</p>
DOMAIN	RI.24m.S.	SCIENCE (S) (24m)
STATEMENT OF ENDURING KNOWLEDGE	24m.S.1.	Scientific Inquiry and Application
GSE STEM	24m.S.1.a.	Children learn to plan for and carry out investigations and collect, evaluate, and communicate information.
SPECIFIC INDICATOR	24m.S.1.a.1.	<p>Make simple decisions, take action, and observe the effect of their actions on others (e.g., knocking down a tower of blocks)</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>

SPECIFIC INDICATOR	24m.S.1.a.2.	<p>Make simple predictions about what comes next based on previous experience (e.g., predicting that “outside” time comes after their nap)</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 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</li> </ul>
SPECIFIC INDICATOR	24m.S.1.a.3.	<p>Explore cause-and-effect relationships (e.g., pushing a button on an adult’s smart phone to change the picture)</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.4 Practices an activity many times until successful</li> </ul>
SPECIFIC INDICATOR	24m.S.1.a.4.	<p>Use tools to collect information and to influence their environment (e.g., if a toy is on a towel, pulling the blanket to bring the toy closer)</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 Objective 11d.4 Explores and investigates ways to make something happen</li> </ul>
DOMAIN	RI.24m.S.	SCIENCE (S) (24m)
STATEMENT OF ENDURING KNOWLEDGE	24m.S.2.	Knowledge of Science Concepts
GSE STEM	24m.S.2.a.	Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.
SPECIFIC INDICATOR	24m.S.2.a.1.	<p>Observe and react to living things (e.g., when outside, chasing or follow a small creature, such as a butterfly, bird, or lizard)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 25 Demonstrates knowledge of the characteristics of living things</li> </ul>
SPECIFIC INDICATOR	24m.S.2.a.2.	<p>Explore living surfaces (e.g. rolling in grass or playing in the dirt)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 27 Demonstrates knowledge of Earth’s environment</li> </ul>
SPECIFIC INDICATOR	24m.S.2.a.3.	<p>Explore representations of living things (e.g., playing with a stuffed animal and referring to it as a “doggy”)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 25 Demonstrates knowledge of the characteristics of living things</li> </ul>



SPECIFIC INDICATOR	24m.S.2.a.4.	Explore characteristics of man-made and natural materials (e.g., playing with rocks that are bumpy and smooth, pairing mother and baby toy animals)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials • Objective 27 Demonstrates knowledge of Earth's environment
DOMAIN	RI.24m.SS.	<b>SOCIAL STUDIES (SS) (24m)</b>
STATEMENT OF ENDURING KNOWLEDGE	24m.SS.1.	Self, Family, and Community
GSE STEM	24m.SS.1.a.	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
SPECIFIC INDICATOR	24m.SS.1.a.1.	Demonstrate an understanding of simple rules and prompts, such as “stop,” but often do not follow directions  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.3 Emerging to 1b.4 Accepts redirection from adults
SPECIFIC INDICATOR	24m.SS.1.a.2.	“Chat” with family members, although only half of the words they use may be recognizable  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people
SPECIFIC INDICATOR	24m.SS.1.a.3.	Identify known people in pictures  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
SPECIFIC INDICATOR	24m.SS.1.a.4.	Shadow adults in their work by imitating such activities as sweeping or picking up toys, and attempting to help  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
DOMAIN	RI.24m.SS.	<b>SOCIAL STUDIES (SS) (24m)</b>

STATEMENT OF ENDURING KNOWLEDGE	24m.SS.2.	History and Geography
GSE STEM	24m.SS.2.a.	Children understand concept of time (past, present, and future) and place.
SPECIFIC INDICATOR	24m.SS.2.a.1.	<p>Have a general understanding of the passing of time and the meaning of phrases like “not now” and “after lunch”</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.2 Looks for familiar persons when they are named; relates objects to events</b></p>
SPECIFIC INDICATOR	24m.SS.2.a.2.	<p>Use spatial cues to find or describe the location of object s (e.g., “behind the book shelf,” “on top of the table”)</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 a. Understands spatial relationships</li> </ul> <p><b>Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)</b></p>
DOMAIN	RI.24m.CA.	CREATIVE ARTS (CA) (24m)
STATEMENT OF ENDURING KNOWLEDGE	24m.CA.1.	Experimentation and Participation in the Creative Arts
GSE STEM	24m.CA.1.a.	Children gain appreciation for and participate in the creative arts.
SPECIFIC INDICATOR	24m.CA.1.a.1.	<p>Talk or sing to themselves for comfort or enjoyment</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>
SPECIFIC INDICATOR	24m.CA.1.a.2.	<p>Stop, turn their head to listen, and watch when music or other rhythmic sounds play on a TV</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>
SPECIFIC INDICATOR	24m.CA.1.a.3.	<p>Squeeze soft clay and dough into abstract shapes</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 33 Explores the visual arts</li> </ul>
SPECIFIC INDICATOR	24m.CA.1.a.4.	<p>Repeat the same song over and over</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>
SPECIFIC INDICATOR	24m.CA.1.a.5.	<p>Dance alone or with others</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 35 Explores dance and movement concepts</li> </ul>



SPECIFIC INDICATOR	24m.CA.1.a.6.	<p>“Play” musical instruments (e.g., attempting to blow into a whistle or harmonica)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 34 Explores musical concepts and expression</li> </ul>
SPECIFIC INDICATOR	24m.CA.1.a.7.	<p>Seek out imaginative play opportunities with trusted adults</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 36 Explores drama through actions and language</li> </ul>
SPECIFIC INDICATOR	24m.CA.1.a.8.	<p>Explore roles through imaginative play, such as saying “boo” to an adult and acting scared when the adult says “boo” to them</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 36 Explores drama through actions and language</li> </ul>

DOMAIN	RI.36m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (36m)
STATEMENT OF ENDURING KNOWLEDGE	36m.PH.1.	Health and Safety Practices
GSE STEM	36m.PH.1.a.	Children engage in structured and unstructured physical activity.
SPECIFIC INDICATOR	36m.PH.1.a.1.	<p>Sustain physical activity for at least 15 minutes at a time for at least 30 minutes total each day</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></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> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p>Objective 5.4 Experiments with different ways of balancing</p> <ul style="list-style-type: none"> <li>• Objective 6 Demonstrates gross-motor manipulative skills</li> </ul> <p>Objective 6.4 Manipulates balls or similar objects with stiff body movements</p>
SPECIFIC INDICATOR	36m.PH.1.a.2.	<p>Participate in outdoor play</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></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> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p>Objective 5.4 Experiments with different ways of balancing</p> <ul style="list-style-type: none"> <li>• Objective 6 Demonstrates gross-motor manipulative skills</li> </ul> <p>Objective 6.4 Manipulates balls or similar objects with stiff body movements</p>

SPECIFIC INDICATOR	36m.PH.1.a.3.	<p>Try new games and toys without assistance</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><b>Objective 4.4 Experiments with different ways of moving</b></p> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p><b>Objective 5.4 Experiments with different ways of balancing</b></p> <ul style="list-style-type: none"> <li>• Objective 6 Demonstrates gross-motor manipulative skills</li> </ul> <p><b>Objective 6.4 Manipulates balls or similar objects with stiff body movements</b></p>
SPECIFIC INDICATOR	36m.PH.1.a.4.	<p>Actively participate in games and dances</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><b>Objective 4.4 Experiments with different ways of moving</b></p> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p><b>Objective 5.4 Experiments with different ways of balancing</b></p> <ul style="list-style-type: none"> <li>• Objective 6 Demonstrates gross-motor manipulative skills</li> </ul> <p><b>Objective 6.4 Manipulates balls or similar objects with stiff body movements</b></p>
DOMAIN	RI.36m.PH.	<b>PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (36m)</b>
STATEMENT OF ENDURING KNOWLEDGE	36m.PH.1.	<b>Health and Safety Practices</b>
GSE STEM	36m.PH.1.b.	Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.
SPECIFIC INDICATOR	36m.PH.1.b.1.	<p>Recognize or identify some harmful or unsafe objects and situations</p> <p>No Correlations</p>
SPECIFIC INDICATOR	36m.PH.1.b.2.	<p>Stop a behavior in response to direction by an adult</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.4 Seeks to do things for self</b></p>
SPECIFIC INDICATOR	36m.PH.1.b.3.	<p>Understand and participate in the routine of holding hands with an adult when walking in public places</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>



SPECIFIC INDICATOR	36m.PH.1.b.4.	<p>Seek an adult's help in some unsafe or dangerous situations</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations  Objective 1b.4 Accepts redirection from adults</p>
DOMAIN	RI.36m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (36m)
STATEMENT OF ENDURING KNOWLEDGE	36m.PH.1.	Health and Safety Practices
GSE STEM	36m.PH.1.c.	Children develop self-help skills.
SPECIFIC INDICATOR	36m.PH.1.c.1.	<p>Understand the difference between food and non-food items</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.4 Seeks to do things for self</p>
SPECIFIC INDICATOR	36m.PH.1.c.2.	<p>Recognize when foods are new to them and choose whether to taste or not</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.4 Seeks to do things for self</p>
SPECIFIC INDICATOR	36m.PH.1.c.3.	<p>Cooperate and assist with tooth brushing</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.4 Seeks to do things for self</p>
SPECIFIC INDICATOR	36m.PH.1.c.4.	<p>Wash hands with assistance</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.4 Seeks to do things for self</p>
SPECIFIC INDICATOR	36m.PH.1.c.5.	<p>Dress or undress with minimal assistance</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.4 Seeks to do things for self</p>

SPECIFIC INDICATOR	36m.PH.1.c.6.	Sit on a toilet  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.4 Seeks to do things for self</b>
SPECIFIC INDICATOR	36m.PH.1.c.7.	Obtain and use tissues to wipe their nose, face, or hands  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.4 Seeks to do things for self</b>
SPECIFIC INDICATOR	36m.PH.1.c.8.	Indicate when not feeling well  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.4 Seeks to do things for self</b>
DOMAIN	RI.36m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (36m)
STATEMENT OF ENDURING KNOWLEDGE	36m.PH.2.	Gross Motor Development
GSE STEM	36m.PH.2.a.	Children develop large muscle control, strength, and coordination.
SPECIFIC INDICATOR	36m.PH.2.a.1.	Play “catch” using a large rubber ball  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 6 Demonstrates gross-motor manipulative skills <b>Objective 6.4 Manipulates balls or similar objects with stiff body movements</b>
SPECIFIC INDICATOR	36m.PH.2.a.2.	Throw underhand with some direction  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 6 Demonstrates gross-motor manipulative skills <b>Objective 6.4 Manipulates balls or similar objects with stiff body movements</b>
SPECIFIC INDICATOR	36m.PH.2.a.3.	Climb on outdoor play equipment  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.6 Moves purposefully from place to place with control</b>
DOMAIN	RI.36m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (36m)
STATEMENT OF ENDURING KNOWLEDGE	36m.PH.2.	Gross Motor Development
GSE STEM	36m.PH.2.b.	Children develop traveling skills.



SPECIFIC INDICATOR	36m.PH.2.b.1.	<p>Change direction while walking or running</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 4.6 Moves purposefully from place to place with control</p>
SPECIFIC INDICATOR	36m.PH.2.b.2.	<p>Stop suddenly after running (displaying increased coordination and regulation of large muscles)</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 4.6 Moves purposefully from place to place with control</p>
SPECIFIC INDICATOR	36m.PH.2.b.3.	<p>Climb upstairs using alternating feet; walk downstairs, placing both feet on one step before approaching each subsequent step down</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 4.6 Moves purposefully from place to place with control</p>
SPECIFIC INDICATOR	36m.PH.2.b.4.	<p>Jump forward at least six inches</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p>Objective 5.6 Sustains balance during simple movement experiences</p>
SPECIFIC INDICATOR	36m.PH.2.b.5.	<p>Move in, under, and over objects in the environment with ease</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 4.6 Moves purposefully from place to place with control</p>
DOMAIN	RI.36m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (36m)
STATEMENT OF ENDURING KNOWLEDGE	36m.PH.3.	Fine Motor Development
GSE STEM	36m.PH.3.a.	Children develop small muscle control, strength, and coordination.
SPECIFIC INDICATOR	36m.PH.3.a.1.	<p>String large beads onto shoe laces</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 a. Uses fingers and hands</li> </ul> <p>Objective 7a.6 Uses refined wrist and finger movements</p>

SPECIFIC INDICATOR	36m.PH.3.a.2.	<p>Turn knobs and unscrew lids, put lids on post, unwrap candy, etc.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p>Objective 7a.6 Uses refined wrist and finger movements</p>
SPECIFIC INDICATOR	36m.PH.3.a.3.	<p>Put three or four pieces into a puzzle board</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p>Objective 7a.6 Uses refined wrist and finger movements</p>
SPECIFIC INDICATOR	36m.PH.3.a.4.	<p>Dig and scoop sand or water</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p>Objective 7a.6 Uses refined wrist and finger movements</p>
SPECIFIC INDICATOR	36m.PH.3.a.5.	<p>Use scissors</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p>Objective 7a.6 Uses refined wrist and finger movements</p>
DOMAIN	RI.36m.PH.	PHYSICAL HEALTH AND MOTOR DEVELOPMENT (PH) (36m)
STATEMENT OF ENDURING KNOWLEDGE	36m.PH.3.	Fine Motor Development
GSE STEM	36m.PH.3.b.	Children develop writing and drawing skills.
SPECIFIC INDICATOR	36m.PH.3.b.1.	<p>Hold a pencil in an approximate thumb-and-finger grip</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></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>
SPECIFIC INDICATOR	36m.PH.3.b.2.	<p>Attempt to copy a drawn circle</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></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>



SPECIFIC INDICATOR	36m.PH.3.b.3.	<p>Attempt to imitate a drawn cross</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>
SPECIFIC INDICATOR	36m.PH.3.b.4.	<p>Attempt to imitate a horizontal and vertical stroke</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>
DOMAIN	RI.36m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (36m)</b>
STATEMENT OF ENDURING KNOWLEDGE	36m.SE.1.	<b>Relationships with Others</b>
GSE STEM	36m.SE.1.a.	<b>Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.</b>
SPECIFIC INDICATOR	36m.SE.1.a.1.	<p>Seek adult assistance when challenged</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.4 Seeks adult help to resolve social problems</p>
SPECIFIC INDICATOR	36m.SE.1.a.2.	<p>Demonstrate affection for familiar adults</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.4 Uses trusted adult as a secure base from which to explore the world</p>
SPECIFIC INDICATOR	36m.SE.1.a.3.	<p>Seek comfort from an adult after falling down or getting hurt</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.4 Uses trusted adult as a secure base from which to explore the world</p>

SPECIFIC INDICATOR	36m.SE.1.a.4.	Interact with adults to solve problems or communicate about experiences or ideas  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
DOMAIN	RI.36m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (36m)</b>
STATEMENT OF ENDURING KNOWLEDGE	36m.SE.1.	Relationships with Others
GSE STEM	36m.SE.1.b.	Children engage in positive relationships and interactions with other children.
SPECIFIC INDICATOR	36m.SE.1.b.1.	Watch and copy other children's play activities  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
SPECIFIC INDICATOR	36m.SE.1.b.2.	Seek assistance from an adult caregiver in resolving conflicts with other children  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.4 Seeks adult help to resolve social problems
SPECIFIC INDICATOR	36m.SE.1.b.3.	Understand how to take turns during play with other children, with adult guidance and assistance  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.3 Emerging to 3a.4 Take turns
SPECIFIC INDICATOR	36m.SE.1.b.4.	Participate in associative play with other children (i.e., engaging in separate play activities while occasionally sharing toys or commenting on another child's play)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.3 Emerging to 2c.4 Uses successful strategies for entering groups
DOMAIN	RI.36m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (36m)</b>
STATEMENT OF ENDURING KNOWLEDGE	36m.SE.2.	Sense of Self
GSE STEM	36m.SE.2.a.	Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.

SPECIFIC INDICATOR	36m.SE.2.a.1.	Become aware of the idea of ownership (i.e., “This is mine”; and “that is yours.”)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
SPECIFIC INDICATOR	36m.SE.2.a.2.	Demonstrate preferences and choices for people, toys, or activities  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
SPECIFIC INDICATOR	36m.SE.2.a.3.	Recognize a picture of themselves (e.g., by pointing or saying “me”)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
SPECIFIC INDICATOR	36m.SE.2.a.4.	Describe some personal characteristics (e.g., hair color)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
SPECIFIC INDICATOR	36m.SE.2.a.5.	Provide their first and last names when asked  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
DOMAIN	RI.36m.SE.	<b>SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (36m)</b>
STATEMENT OF ENDURING KNOWLEDGE	36m.SE.2.	<b>Sense of Self</b>
GSE STEM	36m.SE.2.b.	<b>Children develop the confidence to complete an action successfully or independently.</b>
SPECIFIC INDICATOR	36m.SE.2.b.1.	Demonstrate joy in their own accomplishments (e.g., throwing away a napkin, flushing a toilet)  No Correlations
SPECIFIC INDICATOR	36m.SE.2.b.2.	Initiate new activities and explore new materials  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
SPECIFIC INDICATOR	36m.SE.2.b.3.	Demonstrate interest and pride in handling personal care routines (e.g., removing coat) with minimal assistance  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs



DOMAIN	RI.36m.SE.	SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (36m)
STATEMENT OF ENDURING KNOWLEDGE	36m.SE.3.	Self-regulation
GSE STEM	36m.SE.3.a.	Children develop the ability to express and regulate their own emotions.
SPECIFIC INDICATOR	36m.SE.3.a.1.	<p>Calm themselves down after a temper tantrum in a reasonable amount of time with caregiver 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 a. Manages feelings</li> </ul> <p>Objective 1a.4 Comforts self by seeking out special object or person</p>
SPECIFIC INDICATOR	36m.SE.3.a.2.	<p>Comfort themselves by seeking out a special toy, object, or caregiver</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.4 Comforts self by seeking out special object or person</p>
SPECIFIC INDICATOR	36m.SE.3.a.3.	<p>Use words to express their emotions</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.4 Comforts self by seeking out special object or person</p>
DOMAIN	RI.36m.SE.	SOCIAL AND EMOTIONAL DEVELOPMENT (SE) (36m)
STATEMENT OF ENDURING KNOWLEDGE	36m.SE.3.	Self-regulation
GSE STEM	36m.SE.3.b.	Children develop the ability to control impulses.
SPECIFIC INDICATOR	36m.SE.3.b.1.	<p>Follow simple rules 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 b. Follows limits and expectations</li> </ul> <p>Objective 1b.3 Emerging to 1b.4 Accepts redirection from adults</p>
SPECIFIC INDICATOR	36m.SE.3.b.2.	<p>Control impulses (e.g., walking around—rather than through—a puddle when directed)</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.4 Comforts self by seeking out special object or person</p>
SPECIFIC INDICATOR	36m.SE.3.b.3.	<p>Adapt their behavior to the environment (e.g., shifting from an “outside voice” to an “inside voice”)</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.4 Comforts self by seeking out special object or person</p>

SPECIFIC INDICATOR	36m.SE.3.b.4.	Adjust to changes in daily routines with preparation and adult assistance  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.6 Demonstrates confidence in meeting own needs</b>
DOMAIN	RI.36m.LD.	LANGUAGE DEVELOPMENT (LD) (36m)
STATEMENT OF ENDURING KNOWLEDGE	36m.LD.1.	Receptive Language
GSE STEM	36m.LD.1.a.	Young children attend to, understand, and respond to increasingly complex language.
SPECIFIC INDICATOR	36m.LD.1.a.1.	Demonstrate an understanding of descriptive words  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <b>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</b>
SPECIFIC INDICATOR	36m.LD.1.a.2.	Respond appropriately to others' comments, questions, or stories  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <b>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</b>
SPECIFIC INDICATOR	36m.LD.1.a.3.	Follow two-step directions that involve familiar experiences and objects (e.g., "Find your shoes and bring them to me.")  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions <b>Objective 8b.5 Emerging to 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences</b>
DOMAIN	RI.36m.LD.	LANGUAGE DEVELOPMENT (LD) (36m)
STATEMENT OF ENDURING KNOWLEDGE	36m.LD.2.	Expressive Language
GSE STEM	36m.LD.2.a.	Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.
SPECIFIC INDICATOR	36m.LD.2.a.1.	Communicate basic ideas in a way that is understood by most people  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <b>Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</b>



SPECIFIC INDICATOR	36m.LD.2.a.2.	<p>Use a vocabulary of more than 100 words in their home language (words, signs, and/or alternative communication), including words for familiar people, objects, and animals and words that describe (adjectives)</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>Objective 9a.4 Names familiar, people, animals, and objects</p>
SPECIFIC INDICATOR	36m.LD.2.a.3.	<p>Expand their vocabulary by asking others to name unfamiliar objects</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>Objective 9a.4 Names familiar, people, animals, and objects</p>
SPECIFIC INDICATOR	36m.LD.2.a.4.	<p>Use two- and some three-syllable words</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>Objective 9a.4 Names familiar, people, animals, and objects</p>
SPECIFIC INDICATOR	36m.LD.2.a.5.	<p>Combine words into simple three- to four-word sentences</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 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>
SPECIFIC INDICATOR	36m.LD.2.a.6.	<p>Use simple adjectives in statements (“big,” “little,” “hard,” “soft”)</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 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>
SPECIFIC INDICATOR	36m.LD.2.a.7.	<p>Use simple adverbs in statements (e.g., “That car goes very fast!”)</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 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>



SPECIFIC INDICATOR	36m.LD.2.a.8.	<p>Use some plurals appropriately (e.g., distinguishing between “car” and “cars”)</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>
SPECIFIC INDICATOR	36m.LD.2.a.9.	<p>Ask “who,” “what,” “why,” and “where” questions</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.4 Names familiar, people, animals, and objects</p>
DOMAIN	RI.36m.LD.	LANGUAGE DEVELOPMENT (LD) (36m)
STATEMENT OF ENDURING KNOWLEDGE	36m.LD.3.	Pragmatics
GSE STEM	36m.LD.3.a.	Young children understand, follow, and use appropriate social and conversational rules.
SPECIFIC INDICATOR	36m.LD.3.a.1.	<p>Respond to others’ statements, prompts, and questions</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>
SPECIFIC INDICATOR	36m.LD.3.a.2.	<p>Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings</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.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
SPECIFIC INDICATOR	36m.LD.3.a.3.	<p>Use social conventions to initiate and sustain exchanges of communication</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.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>

SPECIFIC INDICATOR	36m.LD.3.a.4.	<p>Demonstrate an understanding of simple humor</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language  Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
DOMAIN	RI.36m.LD.	LANGUAGE DEVELOPMENT (LD) (36m)
STATEMENT OF ENDURING KNOWLEDGE	36m.LD.4.	Language Development of Dual Language Learners
GSE STEM	36m.LD.4.a.	Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.
SPECIFIC INDICATOR	36m.LD.4.a.1.	<p>Make progress in their home language</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 37 Demonstrates progress in listening to and understanding English  Objective 37.4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids</p>
SPECIFIC INDICATOR	36m.LD.4.a.2.	<p>Demonstrate an understanding of English words for objects and actions and of English phrases encountered frequently in both real and pretend activities</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 37 Demonstrates progress in listening to and understanding English  Objective 37.4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids</p>
SPECIFIC INDICATOR	36m.LD.4.a.3.	<p>Demonstrate an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 37 Demonstrates progress in listening to and understanding English  Objective 37.4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids</p>
SPECIFIC INDICATOR	36m.LD.4.a.4.	<p>Respond appropriately to requests in English that involve one-step directions (e.g., “clean up”) when personally directed by others (these requests may occur with or without contextual cues)</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 37 Demonstrates progress in listening to and understanding English  Objective 37.4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids</p>
DOMAIN	RI.36m.LD.	LANGUAGE DEVELOPMENT (LD) (36m)



STATEMENT OF ENDURING KNOWLEDGE	36m.LD.4.	Language Development of Dual Language Learners
GSE STEM	36m.LD.4.b.	Young children become increasingly proficient in expressing their thoughts and ideas in English.
SPECIFIC INDICATOR	36m.LD.4.b.1.	<p>Combine nonverbal with some verbal communication to be understood by others</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
SPECIFIC INDICATOR	36m.LD.4.b.2.	<p>Codeswitch (insert a home language word into an English sentence to get the point across when they don't know the word in English)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
SPECIFIC INDICATOR	36m.LD.4.b.3.	<p>Use telegraphic speech (two-word phrases rather than full sentences, such as “want food”)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
SPECIFIC INDICATOR	36m.LD.4.b.4.	<p>Use formulaic speech (expressions that are learned whole, e.g., “I don't know”)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
SPECIFIC INDICATOR	36m.LD.4.b.5.	<p>Use English vocabulary that mainly consists of concrete nouns and some verbs and pronouns</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>

SPECIFIC INDICATOR	36m.LD.4.b.6.	<p>Converse with others in English using two or three words at a time but switch back and forth between English and their home language</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
SPECIFIC INDICATOR	36m.LD.4.b.7.	<p>Use some English grammatical markers (e.g., “-ing” or the plural-forming “-s”) and apply at times the rules of grammar of the home language to English</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
SPECIFIC INDICATOR	36m.LD.4.b.8.	<p>Use “what” and “why” questions in English, sometimes with errors</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
DOMAIN	RI.36m.L.	LITERACY (L) (36m)
STATEMENT OF ENDURING KNOWLEDGE	36m.L.1.	Phonological Awareness
GSE STEM	36m.L.1.a.	Children notice and discriminate the sounds of spoken language.
SPECIFIC INDICATOR	36m.L.1.a.1.	<p>Engage in word and sound play with adults (e.g., rhymes, nonsense words)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme</li> </ul> <p>Objective 15a.2 Joins in rhyming songs and games</p>
SPECIFIC INDICATOR	36m.L.1.a.2.	<p>Distinguish between words that contain similar-sounding phonemes (“cat-mat,” “pig-jig”)</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme</li> </ul> <p>Objective 15a.3 Emerging to 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously</p>

SPECIFIC INDICATOR	36m.L.1.a.3.	<p>Fill in repeating phrases of familiar songs, stories, and finger plays</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 a. Notices and discriminates rhyme</li> </ul> <p>Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously</p>
SPECIFIC INDICATOR	36m.L.1.a.4.	<p>Sing simple songs and lullabies (such as those with repeating initial sounds)</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 b. Notices and discriminates alliteration</li> </ul> <p>Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>
DOMAIN	RI.36m.L.	LITERACY (L) (36m)
STATEMENT OF ENDURING KNOWLEDGE	36m.L.2.	Alphabet Knowledge
GSE STEM	36m.L.2.a.	Children recognize and identify letters and make letter-sound connections.
SPECIFIC INDICATOR	36m.L.2.a.1.	<p>Recognize more symbols and logos in the environment</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters</li> </ul> <p>Objective 16a.1 Emerging to 16a.2 Recognizes and names a few letters in own name</p>
SPECIFIC INDICATOR	36m.L.2.a.2.	<p>Recognize letters as a special form of symbol that can be individually named</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters</li> </ul> <p>Objective 16a.1 Emerging to 16a.2 Recognizes and names a few letters in own name</p>
SPECIFIC INDICATOR	36m.L.2.a.3.	<p>Recognize and identify a few letters in their own name</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters</li> </ul> <p>Objective 16a.2 Recognizes and names a few letters in own name</p>
DOMAIN	RI.36m.L.	LITERACY (L) (36m)
STATEMENT OF ENDURING KNOWLEDGE	36m.L.3.	Print Knowledge
GSE STEM	36m.L.3.a.	Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.

SPECIFIC INDICATOR	36m.L.3.a.1.	<p>Recognize specific books by their covers and seek out specific pages in familiar books</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.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
SPECIFIC INDICATOR	36m.L.3.a.2.	<p>Know where books are kept, take them to an adult reader, and return books to their designated place when finished</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.2 Shows interest in books</p>
SPECIFIC INDICATOR	36m.L.3.a.3.	<p>Make scribble marks on paper and “read” the meaning they assign to the marks</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.2 Uses drawing, dictation, and scribbles or marks to convey a message</p>
SPECIFIC INDICATOR	36m.L.3.a.4.	<p>Recognize letters and numerals as a special form of symbol that can be individually named</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.2 Shows understanding that text is meaningful and can be read</p>
DOMAIN	RI.36m.L.	LITERACY (L) (36m)
STATEMENT OF ENDURING KNOWLEDGE	36m.L.4.	Comprehension and Interest
GSE STEM	36m.L.4.a.	Children show interest and an understanding of a variety of literacy experiences.
SPECIFIC INDICATOR	36m.L.4.a.1.	<p>Actively participate in shared reading experiences by asking questions, making comments, and responding to prompts</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>

SPECIFIC INDICATOR	36m.L.4.a.2.	<p>Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration</li> </ul> <p>Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</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> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</li> </ul> <p>Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message</p>
SPECIFIC INDICATOR	36m.L.4.a.3.	<p>Demonstrate a preference for conventional books over board books</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.2 Shows interest in books</p>
SPECIFIC INDICATOR	36m.L.4.a.4.	<p>Enjoy books about a variety of topics</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.2 Shows interest in books</p>
SPECIFIC INDICATOR	36m.L.4.a.5.	<p>Choose to look at books, magazines, and other print materials without assistance</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.2 Shows interest in books</p>
SPECIFIC INDICATOR	36m.L.4.a.6.	<p>Incorporate books or other print materials into their play</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.2 Shows understanding that text is meaningful and can be read</p>
SPECIFIC INDICATOR	36m.L.4.a.7.	<p>Recite some words of a familiar book when read to (especially from books with repeating 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>Objective 18a.2 Contributes particular language from the book at the appropriate time</p>



SPECIFIC INDICATOR	36m.L.4.a.8.	<p>Recall specific characters or events from familiar stories and retell some parts of a story with prompting and support</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>Objective 18c.2 Retells some events or information from a familiar story or other text with close adult prompting</p>
SPECIFIC INDICATOR	36m.L.4.a.9.	<p>With modeling and support, anticipate what comes next in familiar stories</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>Objective 18c.2 Retells some events or information from a familiar story or other text with close adult prompting</p>
DOMAIN	RI.36m.L.	LITERACY (L) (36m)
STATEMENT OF ENDURING KNOWLEDGE	36m.L.5.	Literacy Development for Dual Language Learners
GSE STEM	36m.L.5.a.	Children become increasingly engaged in literacy experiences in English.
SPECIFIC INDICATOR	36m.L.5.a.1.	<p>Participate in reading activities, using books written in English when the language is predictable</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.2 Shows interest in books</p>
SPECIFIC INDICATOR	36m.L.5.a.2.	<p>Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English</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.2 Shows interest in books</p>
SPECIFIC INDICATOR	36m.L.5.a.3.	<p>Describe their own experiences related to the topic of a story, sometimes using telegraphic and/or formulaic speech in English</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>



SPECIFIC INDICATOR	36m.L.5.a.4.	<p>Begin to narrate using English that reflects an increasingly larger vocabulary and more complex grammar</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
SPECIFIC INDICATOR	36m.L.5.a.5.	<p>Retell a story using the home language and some English when read or told the story in English</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
DOMAIN	RI.36m.L.	LITERACY (L) (36m)
STATEMENT OF ENDURING KNOWLEDGE	36m.L.6.	Emergent Writing
GSE STEM	36m.L.6.a.	Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.
SPECIFIC INDICATOR	36m.L.6.a.1.	<p>Explore a variety of writing tools</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.2 Uses drawing, dictation, and scribbles or marks to convey a message</p>
SPECIFIC INDICATOR	36m.L.6.a.2.	<p>Describe drawings and paintings simply (e.g., “that’s Mama”)</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.2 Uses drawing, dictation, and scribbles or marks to convey a message</p>
SPECIFIC INDICATOR	36m.L.6.a.3.	<p>Watch when adults write</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.1 Emerging to 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message</p>
SPECIFIC INDICATOR	36m.L.6.a.4.	<p>Imitate the act of writing during play</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <p>19 Demonstrates writing skills b. Writes to convey ideas and information</p> <p>Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message</p>
DOMAIN	RI.36m.L.	LITERACY (L) (36m)

STATEMENT OF ENDURING KNOWLEDGE	36m.L.6.	Emergent Writing
GSE STEM	36m.L.6.b.	Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing
SPECIFIC INDICATOR	36m.L.6.b.1.	Use scribbles as representations of oral language (e.g., describing scribbles as writing or language by telling adult what they mean)  <u><b>GOLD® Objectives for Development and Learning</b></u> 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message
SPECIFIC INDICATOR	36m.L.6.b.2.	Create drawings and assign meaning to them  <u><b>GOLD® Objectives for Development and Learning</b></u> 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message
SPECIFIC INDICATOR	36m.L.6.b.3.	Imitate the act of writing during play  <u><b>GOLD® Objectives for Development and Learning</b></u> 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message
DOMAIN	RI.36m.CD.	COGNITIVE DEVELOPMENT (CD) (36m)
STATEMENT OF ENDURING KNOWLEDGE	36m.CD.1.	Logic and Reasoning
GSE STEM	36m.CD.1.a.	Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.
SPECIFIC INDICATOR	36m.CD.1.a.1.	Make plans before attempting to solve some simple problems  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
SPECIFIC INDICATOR	36m.CD.1.a.2.	Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (e.g., rolling a car down a ramp repeatedly and observing the distance the car traveled)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful

SPECIFIC INDICATOR	36m.CD.1.a.3.	Engage in pretend play and games requiring several sequential actions (e.g., playing kickball, which requires kicking a ball, running, and then stopping at a base)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
DOMAIN	RI.36m.CD.	COGNITIVE DEVELOPMENT (CD) (36m)
STATEMENT OF ENDURING KNOWLEDGE	36m.CD.2.	Memory and Working Memory
GSE STEM	36m.CD.2.a.	Children hold information in their mind and manipulate it to perform tasks.
SPECIFIC INDICATOR	36m.CD.2.a.1.	Remember and communicate what happened earlier in the day; recall basic components of recent events (e.g., are able to follow a daily routine)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
SPECIFIC INDICATOR	36m.CD.2.a.2.	Know where things are kept in familiar environments and can retrieve them when needed  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
SPECIFIC INDICATOR	36m.CD.2.a.3.	Successfully follow two-step directions  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.5 Emerging to 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences
DOMAIN	RI.36m.CD.	COGNITIVE DEVELOPMENT (CD) (36m)
STATEMENT OF ENDURING KNOWLEDGE	36m.CD.3.	Attention and Inhibitory Control
GSE STEM	36m.CD.3.a.	Children's skills increase in filtering impulses and sustaining attention on a task.

SPECIFIC INDICATOR	36m.CD.3.a.1.	Wait to be handed a desired object  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
SPECIFIC INDICATOR	36m.CD.3.a.2.	Attend to specific features of objects and identify elements within a complex figure (e.g., looking at a picture of a farmyard and pointing to and naming the figures of a horse, a duck, a cat, etc.)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
SPECIFIC INDICATOR	36m.CD.3.a.3.	Follow adult directions when given simple guidance  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.5 Emerging to 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences
SPECIFIC INDICATOR	36m.CD.3.a.4.	Focus on topics or materials of interest despite distractions (e.g., can dump out and solve a favorite puzzle, even with other children playing in the background)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
DOMAIN	RI.36m.CD.	<b>COGNITIVE DEVELOPMENT (CD) (36m)</b>
STATEMENT OF ENDURING KNOWLEDGE	36m.CD.4.	<b>Cognitive Flexibility</b>
GSE STEM	36m.CD.4.a.	<b>Children's skills increase at adjusting to changes in demands, priorities, and perspectives.</b>
SPECIFIC INDICATOR	36m.CD.4.a.1.	Use objects in new ways to solve a problem or meet a goal (e.g., propping up a track with a piece of chalk so a toy train can pass underneath)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks

SPECIFIC INDICATOR	36m.CD.4.a.2.	<p>Transition from one activity to the next activity with adult support</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.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
SPECIFIC INDICATOR	36m.CD.4.a.3.	<p>Adjust when necessary to brief disruptions in routines (while still preferring consistent rules and routines)</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.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
SPECIFIC INDICATOR	36m.CD.4.a.4.	<p>Make use of their environment by adapting objects as “tools” (e.g., using a stick to reach something that is under a chair)</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> </ul> <p>Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</p>
DOMAIN	RI.36m.M.	MATHEMATICS (M) (36m)
STATEMENT OF ENDURING KNOWLEDGE	36m.M.1.	Number Sense and Quantity
GSE STEM	36m.M.1.a.	Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.
SPECIFIC INDICATOR	36m.M.1.a.1.	<p>Verbally count to ten (or in some way indicate a knowledge of words for the numbers from one to ten in sequence) with occasional errors</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.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
SPECIFIC INDICATOR	36m.M.1.a.2.	<p>Count up to five objects accurately</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>

SPECIFIC INDICATOR	36m.M.1.a.3.	<p>Name and identify some written numerals</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 c. Connects numerals with their quantities</li> </ul> <p><b>Objective 20c.2 Recognizes and names a few numerals</b></p>
SPECIFIC INDICATOR	36m.M.1.a.4.	<p>Identify numerals as being different from letters</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 c. Connects numerals with their quantities</li> </ul> <p><b>Objective 20c.2 Recognizes and names a few numerals</b></p>
DOMAIN	RI.36m.M.	<b>MATHEMATICS (M) (36m)</b>
STATEMENT OF ENDURING KNOWLEDGE	36m.M.2.	<b>Number Relationships and Operations</b>
GSE STEM	36m.M.2.a.	<b>Children learn to use numbers to compare quantities and solve problems.</b>
SPECIFIC INDICATOR	36m.M.2.a.1.	<p>Use visual cues to approximate which of two sets of objects has more</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 b. Quantifies</li> </ul> <p><b>Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</b></p>
SPECIFIC INDICATOR	36m.M.2.a.2.	<p>Understand that putting two sets of objects together makes “more” and taking sets of objects apart will make less</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 b. Quantifies</li> </ul> <p><b>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</b></p>
SPECIFIC INDICATOR	36m.M.2.a.3.	<p>Add and subtract with sets of objects smaller than three</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 b. Quantifies</li> </ul> <p><b>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</b></p>
DOMAIN	RI.36m.M.	<b>MATHEMATICS (M) (36m)</b>
STATEMENT OF ENDURING KNOWLEDGE	36m.M.3.	<b>Classification and Patterning</b>
GSE STEM	36m.M.3.a.	<b>Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.</b>



SPECIFIC INDICATOR	36m.M.3.a.1.	<p>Follow a verbal rule for sorting objects into sets</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 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
SPECIFIC INDICATOR	36m.M.3.a.2.	<p>Notice when two things share similar attributes</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 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
SPECIFIC INDICATOR	36m.M.3.a.3.	<p>Recognize and extend a simple repeating pattern (e.g., stomp-clap-stomp-clap), with modeling and support</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 23 Demonstrates knowledge of patterns</li> </ul> <p>Objective 23.5 Emerging to 23.6 Extends and creates simple repeating patterns</p>
DOMAIN	RI.36m.M.	<b>MATHEMATICS (M) (36m)</b>
STATEMENT OF ENDURING KNOWLEDGE	36m.M.4.	<b>Measurement, Comparison, and Ordering</b>
GSE STEM	36m.M.4.a.	<b>Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.</b>
SPECIFIC INDICATOR	36m.M.4.a.1.	<p>Compare small quantities (e.g., knowing that “two” is more than “one” or choosing the larger bowl for cereal over the smaller one)</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 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>
SPECIFIC INDICATOR	36m.M.4.a.2.	<p>Know the sequence of some parts of their daily routine</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 b. Measures time and money</li> </ul> <p>Objective 22b.2 Knows usual sequence of basic daily events</p>
SPECIFIC INDICATOR	36m.M.4.a.3.	<p>Use language to compare the sizes of objects (e.g., “big” and “little”; and “mommy,” “daddy,” and “baby”)</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.2 Makes simple comparisons between two objects</p>





DOMAIN	RI.36m.M.	MATHEMATICS (M) (36m)
STATEMENT OF ENDURING KNOWLEDGE	36m.M.5.	Geometry and Spatial Sense
GSE STEM	36m.M.5.a.	Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.
SPECIFIC INDICATOR	36m.M.5.a.1.	<p>Link or sort (put together) familiar shapes (e.g., circle, square, triangle) that have different sizes and orientation</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>Objective 21b.2 Matches two identical shapes</p>
SPECIFIC INDICATOR	36m.M.5.a.2.	<p>Build pictures or designs with two-dimensional shapes and create buildings or structures with three-dimensional shapes, such as building blocks</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>Objective 21b.2 Matches two identical shapes</p>
SPECIFIC INDICATOR	36m.M.5.a.3.	<p>Recognize and name some familiar shapes</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>Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)</p>
SPECIFIC INDICATOR	36m.M.5.a.4.	<p>Understand and use basic language related to locations (e.g., “above,” “below,” “under,” “over”)</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 a. Understands spatial relationships</li> </ul> <p>Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)</p>
DOMAIN	RI.36m.S.	SCIENCE (S) (36m)
STATEMENT OF ENDURING KNOWLEDGE	36m.S.1.	Scientific Inquiry and Application
GSE STEM	36m.S.1.a.	Children learn to plan for and carry out investigations and collect, evaluate, and communicate information.
SPECIFIC INDICATOR	36m.S.1.a.1.	<p>Provide simple descriptions of objects, people, and events based on observations</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 24 Uses scientific inquiry skills</li> </ul>



SPECIFIC INDICATOR	36m.S.1.a.2.	Ask questions about the world around them  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills
SPECIFIC INDICATOR	36m.S.1.a.3.	Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (e.g., attempting to balance blocks on slanted surfaces, using fingers to move objects on a touch screen)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
SPECIFIC INDICATOR	36m.S.1.a.4.	Collect information and adapt an approach to reaching a goal by using actual objects as tools (e.g., using a stick to reach something that is under a chair)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills
DOMAIN	RI.36m.S.	SCIENCE (S) (36m)
STATEMENT OF ENDURING KNOWLEDGE	36m.S.2.	Knowledge of Science Concepts
GSE STEM	36m.S.2.a.	Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.
SPECIFIC INDICATOR	36m.S.2.a.1.	Show curiosity and ask questions about the natural world  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 25 Demonstrates knowledge of the characteristics of living things
SPECIFIC INDICATOR	36m.S.2.a.2.	Make observations about the characteristics of living things  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 25 Demonstrates knowledge of the characteristics of living things
SPECIFIC INDICATOR	36m.S.2.a.3.	Observe and identify natural materials  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 27 Demonstrates knowledge of Earth's environment
SPECIFIC INDICATOR	36m.S.2.a.4.	Compare and contrast properties of physical objects  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials

SPECIFIC INDICATOR	36m.S.2.a.5.	Demonstrate an understanding that different weather requires different clothing (e.g., looking outside at newly fallen snow and running to get boots and mittens)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 27 Demonstrates knowledge of Earth's environment
DOMAIN	RI.36m.SS.	<b>SOCIAL STUDIES (SS) (36m)</b>
STATEMENT OF ENDURING KNOWLEDGE	36m.SS.1.	Self, Family, and Community
GSE STEM	36m.SS.1.a.	Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.
SPECIFIC INDICATOR	36m.SS.1.a.1.	Follow rules and understand that there may be different rules for different contexts  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
SPECIFIC INDICATOR	36m.SS.1.a.2.	Identify themselves as members of a family or classroom and participate as active members of these communities  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
SPECIFIC INDICATOR	36m.SS.1.a.3.	Engage in pretend play and act out different settings or events that happen at home (e.g., being a doll's "daddy" and using a spoon to feed the doll)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
SPECIFIC INDICATOR	36m.SS.1.a.4.	Identify basic similarities and differences between themselves and others  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
DOMAIN	RI.36m.SS.	<b>SOCIAL STUDIES (SS) (36m)</b>
STATEMENT OF ENDURING KNOWLEDGE	36m.SS.2.	History and Geography
GSE STEM	36m.SS.2.a.	Children understand concept of time (past, present, and future) and place.
SPECIFIC INDICATOR	36m.SS.2.a.1.	Demonstrate an awareness of a daily routine  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support



SPECIFIC INDICATOR	36m.SS.2.a.2.	Demonstrates an awareness of familiar buildings and signs and know their meaning (e.g., recognizing a stop sign and knowing the car must stop; says “Hey! There’s the zoo”)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 32 Demonstrates simple geographic knowledge
DOMAIN	RI.36m.CA.	CREATIVE ARTS (CA) (36m)
STATEMENT OF ENDURING KNOWLEDGE	36m.CA.1.	Experimentation and Participation in the Creative Arts
GSE STEM	36m.CA.1.a.	Children gain appreciation for and participate in the creative arts.
SPECIFIC INDICATOR	36m.CA.1.a.1.	Demonstrate preferences for favorite colors  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
SPECIFIC INDICATOR	36m.CA.1.a.2.	Move their bodies with increasing skill to express emotions and rhythms  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 35 Explores dance and movement concepts
SPECIFIC INDICATOR	36m.CA.1.a.3.	Create representations of real objects in art work  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
SPECIFIC INDICATOR	36m.CA.1.a.4.	Create new songs and dances or add their own words to songs with support from adults  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts
SPECIFIC INDICATOR	36m.CA.1.a.5.	Dance to music in a group with support from adults  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts
SPECIFIC INDICATOR	36m.CA.1.a.6.	March with musical instruments with support from adults  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 34 Explores musical concepts and expression
SPECIFIC INDICATOR	36m.CA.1.a.7.	Imitate simple songs and finger-play movements  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 34 Explores musical concepts and expression

SPECIFIC INDICATOR	36m.CA.1.a.8.	<p>Watch and copy other children’s play activities</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>
SPECIFIC INDICATOR	36m.CA.1.a.9.	<p>Use imaginative play as a vehicle to express their own life experiences and familiar stories</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 36 Explores drama through actions and language</li> </ul>
SPECIFIC INDICATOR	36m.CA.1.a.10.	<p>Tell about their artistic creations</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 33 Explores the visual arts</li> </ul>

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