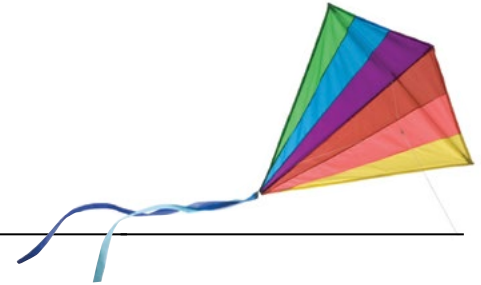**TeachingStrategies®**

Alignment of

GOLD®

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

WITH

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

aligned to

Minnesota Early Childhood Indicators of Progress

Preschool, adopted 2017

CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Initiative and Curiosity
INDICATORS OF PROGRESS / STRAND	AL1.	Inquisitiveness: Child explores the environment and seeks interaction with people and objects; willingly tries new things
INDICATORS OF PROGRESS	AL1.7.	Investigates and experiments with materials with enthusiasm *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.4 Explores and investigates ways to make something happen**
INDICATORS OF PROGRESS	AL1.8.	Tries different ways of combining materials *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.4 Explores and investigates ways to make something happen**
INDICATORS OF PROGRESS	AL1.9.	Asks questions *GOLD*® Objectives for Development and Learning Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas**
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Initiative and Curiosity
INDICATORS OF PROGRESS / STRAND	AL2.	Wonderment: Child expresses interest in novelty
INDICATORS OF PROGRESS	AL2.4.	Verbally expresses interest when encountering novel objects or events *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and**

		motivation **Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas**
CONTENT STANDARD / DOMAIN	**AL.**	**Approaches to Learning (3-4 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Attentiveness, Engagement and Persistence**
INDICATORS OF PROGRESS / STRAND	**AL3.**	**Attending: Child focuses visual and auditory attention on relevant aspects of the environment**
INDICATORS OF PROGRESS	**AL3.4.**	**Returns to an activity after an interruption** ***GOLD*® Objectives for Development and Learning** **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**
INDICATORS OF PROGRESS	**AL3.5.**	**Engages in play with peers for extended period of time** ***GOLD*® Objectives for Development and Learning** **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**
INDICATORS OF PROGRESS	**AL3.6.**	**Attends in a large group for short periods** ***GOLD*® Objectives for Development and Learning** **Objective 11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**
CONTENT STANDARD / DOMAIN	**AL.**	**Approaches to Learning (3-4 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Attentiveness, Engagement and Persistence**
INDICATORS OF PROGRESS / STRAND	**AL4.**	**Self-direction: Child makes choices based upon own interests**
INDICATORS OF PROGRESS	**AL4.4.**	**Engages in self-initiated activities for sustained periods of time** ***GOLD*® Objectives for Development and Learning** **Objective 11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**
CONTENT STANDARD / DOMAIN	**AL.**	**Approaches to Learning (3-4 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Attentiveness, Engagement and Persistence**
INDICATORS OF PROGRESS / STRAND	**AL5.**	**Diligence: Child is focused and productive**

INDICATORS OF PROGRESS	AL5.4.	Works at a task despite distractions *GOLD*® Objectives for Development and Learning 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
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Attentiveness, Engagement and Persistence
INDICATORS OF PROGRESS / STRAND	AL6.	Resilience: Child responds to challenge by adapting
INDICATORS OF PROGRESS	AL6.4.	Copes with change, persists and moves ahead *GOLD*® Objectives for Development and Learning Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
INDICATORS OF PROGRESS	AL6.5.	Approaches new tasks with confidence *GOLD*® Objectives for Development and Learning Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Creativity
INDICATORS OF PROGRESS / STRAND	AL7.	Immersion: Child becomes absorbed in the process of exploration
INDICATORS OF PROGRESS	AL7.4.	Repeatedly becomes engrossed in activities of own choosing. *GOLD*® Objectives for Development and Learning 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
INDICATORS OF PROGRESS	AL7.5.	Rarely shows boredom when engaged in preferred activities *GOLD*® Objectives for Development and Learning Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Creativity

INDICATORS OF PROGRESS / STRAND	AL8.	Playfulness: Child demonstrates a sense of humor and imagination in their play
INDICATORS OF PROGRESS	AL8.7.	Tries out various pretend roles *GOLD®* Objectives for Development and Learning 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**
INDICATORS OF PROGRESS	AL8.8.	Experiments with new ways to combine materials when playing *GOLD®* Objectives for Development and Learning 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**
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Creativity
INDICATORS OF PROGRESS / STRAND	AL9.	Production: Child expresses ideas, thoughts and opinions and creates products that are unexpected, original and relevant
INDICATORS OF PROGRESS	AL9.5.	Engages in inventive social play *GOLD®* Objectives for Development and Learning 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**
INDICATORS OF PROGRESS	AL9.6.	Engages in inventive play with materials *GOLD®* Objectives for Development and Learning 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**
INDICATORS OF PROGRESS	AL9.7.	Tries out different ways to accomplish a task *GOLD®* Objectives for Development and Learning Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it**
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning (3-4 Years)
PERFORMANCE INDICATOR /		Processing and Utilizing Information

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DOMAIN COMPONENT		
INDICATORS OF PROGRESS / STRAND	AL10.	**Working Memory: Child stores and retrieves information in order to use it purposefully**
INDICATORS OF PROGRESS	AL10.6.	**Recalls and follows multi step directions of increasing complexity** *GOLD*® Objectives for Development and Learning **Objective 8 Listens to and understands increasingly complex language b. Follows directions** **Objective 8b.8 Follows detailed, instructional, multistep directions**
INDICATORS OF PROGRESS	AL10.7.	**Recites complete songs or rhymes** *GOLD*® Objectives for Development and Learning **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**
CONTENT STANDARD / DOMAIN	AL.	**Approaches to Learning (3-4 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Processing and Utilizing Information**
INDICATORS OF PROGRESS / STRAND	AL11.	**Symbolic Representation: Child uses sounds, actions, objects and materials (paint, clay, blocks, etc.) to express their ideas and understanding as well as to make new connections**
INDICATORS OF PROGRESS	AL11.5.	**Begins to intentionally plan how to use materials to express an idea(may have a story in mind when pretending** *GOLD*® Objectives for Development and Learning **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**
INDICATORS OF PROGRESS	AL11.6.	**Notices written words represent objects, people or events and begins to use in play** *GOLD*® Objectives for Development and Learning **Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts** **Objective 17b.2 Shows understanding that text is meaningful and can be read**
CONTENT STANDARD / DOMAIN	AL.	**Approaches to Learning (3-4 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Processing and Utilizing Information**
INDICATORS OF PROGRESS / STRAND	AL12.	**Cognitive Flexibility/ Reasoning: Child considers more than one possible outcome to a problem or situation; begins to create theories for why things happen; can recognize how one thing relates to or affects another thing**
INDICATORS OF PROGRESS	AL12.6.	**Predicts and hypothesizes what will happen next**

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		GOLD® **Objectives for Development and Learning** • Objective **24 Uses scientific inquiry skills**
INDICATORS OF PROGRESS	AL12.7.	Forms theories about why things happen *GOLD*® **Objectives for Development and Learning** • Objective **24 Uses scientific inquiry skills**
CONTENT STANDARD / DOMAIN	**AL.**	**Approaches to Learning (3-4 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Processing and Utilizing Information**
INDICATORS OF PROGRESS / STRAND	**AL13.**	**Problem Solving: Child seeks and finds solutions to problems**
INDICATORS OF PROGRESS	AL13.4.	Makes guesses about how a problem might be solved and with support is willing to follow through to a solution *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.5 Emerging to 11c.6 Solves problems without having to try every possibility**
CONTENT STANDARD / DOMAIN	**A.**	**The Arts (3-4 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Exploring the Arts**
INDICATORS OF PROGRESS / STRAND	**A1.**	**Child shows an interest in learning about different artistic experiences**
INDICATORS OF PROGRESS	A1.4.	Select their own art experience during play *GOLD*® **Objectives for Development and Learning** **Objective 33 Explores the visual arts**
CONTENT STANDARD / DOMAIN	**A.**	**The Arts (3-4 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Exploring the Arts**
INDICATORS OF PROGRESS / STRAND	**A2.**	**Child can distinguish differences within each area of artistic expression**
INDICATORS OF PROGRESS	A2.4.	Uses art-related vocabulary when discussing different media (stage, easel, brush, etc…) *GOLD*® **Objectives for Development and Learning** **Objective 33 Explores the visual arts**
CONTENT STANDARD / DOMAIN	**A.**	**The Arts (3-4 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Using the Arts to Express Ideas and Emotions**
INDICATORS OF PROGRESS /	**A3.**	**Child demonstrates interest and emotions in artistic expression**

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STRAND		
INDICATORS OF PROGRESS	A3.4.	Demonstrates their preference by combining artistic elements (color, sound, media etc…) *GOLD*® Objectives for Development and Learning Objective **33 Explores the visual arts** • Objective **34 Explores musical concepts and expression**
CONTENT STANDARD / DOMAIN	A.	The Arts (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Using the Arts to Express Ideas and Emotions
INDICATORS OF PROGRESS / STRAND	A4.	Child understands patterns in artistic media
INDICATORS OF PROGRESS	A4.4.	Extends their artistic patterns with sounds, music, motions, gestures and materials *GOLD*® Objectives for Development and Learning Objective **23 Demonstrates knowledge of patterns** Objective **23.4 Copies simple repeating patterns**
CONTENT STANDARD / DOMAIN	A.	The Arts (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Self-Expression in the Arts
INDICATORS OF PROGRESS / STRAND	A5.	Child uses art for self-expression
INDICATORS OF PROGRESS	A5.4.	Describes own feelings through artistic expression *GOLD*® Objectives for Development and Learning Objective **33 Explores the visual arts**
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening and Understanding; Receptive Language
INDICATORS OF PROGRESS / STRAND	L1.	Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)
INDICATORS OF PROGRESS	L1.11.	Responds to direct questions and follows simple directions *GOLD*® Objectives for Development and Learning 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** Objective **8 Listens to and understands increasingly complex language b. Follows directions** Objective **8b.4 Follows simple requests not accompanied by gestures**

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INDICATORS OF PROGRESS	L1.12.	Points to or places objects before, after, above, and below based on verbal cues *GOLD*® **Objectives for Development and Learning** Objective **21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** Objective **21a.4 Follows simple directions related to proximity (beside, between, next to)**
CONTENT STANDARD / DOMAIN	**LLC.**	**Language, Literacy and Communications: Cognitive (3-4 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Communicating and Speaking; Expressive Language**
INDICATORS OF PROGRESS / STRAND	**L2.**	**Social conversation: Child meaningfully engages in talk with others to express feelings, wants and ideas**
INDICATORS OF PROGRESS	L2.10.	Continues conversations with comments or questions *GOLD*® **Objectives for Development and Learning** Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations** Objective **10a.6 Engages in conversations of at least three exchanges**
CONTENT STANDARD / DOMAIN	**LLC.**	**Language, Literacy and Communications: Cognitive (3-4 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Communicating and Speaking; Expressive Language**
INDICATORS OF PROGRESS / STRAND	**L3.**	**Vocabulary and syntax: Child understands word order and grammatical rules**
INDICATORS OF PROGRESS	L3.10.	Uses short sentences to shares information about experiences, people, places, and things *GOLD*® **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** Objective **9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly**
INDICATORS OF PROGRESS	L3.11.	Uses increasingly precise adverbs such as quietly, loudly, quickly *GOLD*® **Objectives for Development and Learning** Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.6 Describes and tells the use of many familiar items**
INDICATORS OF PROGRESS	L3.12.	Uses more new and precise words *GOLD*® **Objectives for Development and Learning** Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.6 Describes and tells the use of many familiar items**

INDICATORS OF PROGRESS	L3.13.	Correctly uses some past tense and irregular verbs (go, went, gone) *GOLD*® Objectives for Development and Learning Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Emergent Reading
INDICATORS OF PROGRESS / STRAND	L4.	Motivation, engagement: Child has an interest in and sustained attention for literacy acts
INDICATORS OF PROGRESS	L4.10.	Shows persistence with longer and more complex narratives and informational text *GOLD*® Objectives for Development and Learning Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
INDICATORS OF PROGRESS	L4.11.	Offers a personal response to stories read aloud *GOLD*® Objectives for Development and Learning Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Emergent Reading
INDICATORS OF PROGRESS / STRAND	L5.	Phonological awareness: Child is able to hear and understand the discrete sounds that make up language
INDICATORS OF PROGRESS	L5.10.	Shows interest in and associates sounds with words *GOLD*® Objectives for Development and Learning Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.2 Shows awareness of separate words in sentences

INDICATORS OF PROGRESS	L5.11.	Playfully explores sounds, words, and language, including rhyme and alliteration *GOLD*® **Objectives for Development and Learning** Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective **15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously** 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**
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Emergent Reading
INDICATORS OF PROGRESS / STRAND	L6.	Letter recognition: Child recognizes the shapes of letters and recalls the names of letters
INDICATORS OF PROGRESS	L6.5.	Points to and names some letters (especially in their own name) *GOLD*® **Objectives for Development and Learning** Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective **16a.2 Recognizes and names a few letters in own name**
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Emergent Reading
INDICATORS OF PROGRESS / STRAND	L7.	Concepts of print: Child understands the fundamentals of print, such as orientation, organization, and features of print
INDICATORS OF PROGRESS	L7.7.	Looks at books or shares them from front to back *GOLD*® **Objectives for Development and Learning** Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective **17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers**
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Emergent Reading
INDICATORS OF PROGRESS / STRAND	L8.	Comprehension of narrative text: Child understands the events and order of events in a story

INDICATORS OF PROGRESS	L8.10.	Retells important information from a story *GOLD*® Objectives for Development and Learning Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.2 Retells some events or information from a familiar story or other text with close adult prompting
INDICATORS OF PROGRESS	L8.11.	Tells simple stories and experiences about own life *GOLD*® Objectives for Development and Learning Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.4 Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end
INDICATORS OF PROGRESS	L8.12.	Responds to and uses vocabulary related to key concepts in the text *GOLD*® Objectives for Development and Learning Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	L9.	Writing conventions: Child understands the forms and function of written language
INDICATORS OF PROGRESS	L9.8.	Uses letter-like symbols to make letters or words *GOLD*® Objectives for Development and Learning 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
INDICATORS OF PROGRESS	L9.9.	Uses drawing to represent writing *GOLD*® Objectives for Development and Learning 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
CONTENT STANDARD / DOMAIN	M.	Mathematics (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Number Knowledge
INDICATORS OF PROGRESS /	M1.	Rote counting: The child attends to sequences and use of number words, with or without

STRAND		items, sets, or numerals and without recognizing the link to quantity
INDICATORS OF PROGRESS	M1.8.	**Shows interest in counting or number oriented play, and notices numbers in the environment during free play** ***GOLD*® Objectives for Development and Learning** Objective **20 Uses number concepts and operations a. Counts** Objective **20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object**
INDICATORS OF PROGRESS	M1.9.	**Orders a few objects by size with assistance** ***GOLD*® Objectives for Development and Learning** Objective **22 Compares and measures a. Measures objects** Objective **22a.3 Emerging to 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume**
INDICATORS OF PROGRESS	M1.10.	**Recites number words in the correct sequence up to 10** ***GOLD*® Objectives for Development and Learning** Objective **20 Uses number concepts and operations a. Counts** Objective **20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object**
INDICATORS OF PROGRESS	M1.11.	**Recognizes when others make errors in the number word sequence** ***GOLD*® Objectives for Development and Learning** Objective **20 Uses number concepts and operations a. Counts** Objective **20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object**
INDICATORS OF PROGRESS	M1.12.	**Points to objects while reciting number word sequence** ***GOLD*® Objectives for Development and Learning** Objective **20 Uses number concepts and operations a. Counts** Objective **20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object**
INDICATORS OF PROGRESS	M1.13.	**Begins to write number-like forms** ***GOLD*® Objectives for Development and Learning** 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**
CONTENT STANDARD / DOMAIN	M.	**Mathematics (3-4 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Number Knowledge**

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INDICATORS OF PROGRESS / STRAND	M2.	Counting: The child uses counting to identify how many items are in a set, using one to one correspondence; uses number words to identify "how many"
INDICATORS OF PROGRESS	M2.2.	Correctly uses 1:1 correspondence up to 4 items *GOLD*® Objectives for Development and Learning 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**
CONTENT STANDARD / DOMAIN	M.	Mathematics (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Number Knowledge
INDICATORS OF PROGRESS / STRAND	M3.	Cardinality: The child associates each of one or more number words to a unique and exact quantity, and knows that the final number word used when counting out an item set represents the exact number of items in the set
INDICATORS OF PROGRESS	MA3.4.	Gives exactly 4 consistently when asked *GOLD*® Objectives for Development and Learning 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**
CONTENT STANDARD / DOMAIN	M.	Mathematics (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Number Knowledge
INDICATORS OF PROGRESS / STRAND	M4.	Ordinality: The child matches symbols (digits or numerals) to a position in a sequence
INDICATORS OF PROGRESS	M4.2.	Uses terms like first; most; last; before, to refer to ordinal position *GOLD*® Objectives for Development and Learning Objective 22 Compares and measures c. Represents and analyzes data Objective **22c.2 Knows a few ordinal numbers**
CONTENT STANDARD / DOMAIN	M.	Mathematics (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Number Knowledge
INDICATORS OF PROGRESS / STRAND	M5.	Comparing numbers and quantities: The child uses organizing strategies to know how many objects they have
INDICATORS OF PROGRESS	M5.6.	Uses terms like more/less; bigger/smaller; a little bit/a lot; to refer to approximate quantities *GOLD*® Objectives for Development and Learning Objective **20 Uses number concepts and operations b. Quantifies** Objective **20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which**

		part has more, less, or the same (equal); counts all or counts on to find out how many
CONTENT STANDARD / DOMAIN	**M.**	**Mathematics (3-4 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Number Knowledge**
INDICATORS OF PROGRESS / STRAND	**M6.**	**Relation and operations: The child can create a set or subset based on a rule, can combine or separate sets, and recognize the amount of items in a set does not change when the set arrangement changes**
INDICATORS OF PROGRESS	M6.2.	**States the number that comes next or before up to 5** *GOLD*® **Objectives for Development and Learning** • Objective **20 Uses number concepts and operations a. Counts** Objective **20a.5 Emerging to 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**
INDICATORS OF PROGRESS	M6.3.	**Understands that a quantity changes (increases or decreases) when a set of objects is added to/subtracted from (respectively)** *GOLD*® **Objectives for Development and Learning** Objective **20 Uses number concepts and operations b. Quantifies** Objective **20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts**
CONTENT STANDARD / DOMAIN	**M.**	**Mathematics (3-4 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Measurement**
INDICATORS OF PROGRESS / STRAND	**M7.**	**Measurement: Child recognizes and makes comparisons of measurable attributes (length, height, width, area, volume, physical distance, time duration.)**
INDICATORS OF PROGRESS	M7.7.	**Shows understanding of measurement terms (longer/shorter, taller/shorter, fullest, farthest, closest)** *GOLD*® **Objectives for Development and Learning** Objective **22 Compares and measures a. Measures objects** Objective **22a.2 Makes simple comparisons between two objects**
INDICATORS OF PROGRESS	M7.8.	**Uses terms like more/less; a little bit; a lot; to refer to continuous properties like water, sand, height** *GOLD*® **Objectives for Development and Learning** Objective **22 Compares and measures a. Measures objects** Objective **22a.2 Makes simple comparisons between two objects**
CONTENT STANDARD / DOMAIN	**M.**	**Mathematics (3-4 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Patterns**

INDICATORS OF PROGRESS / STRAND	M8.	Repeating patterns: The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity
INDICATORS OF PROGRESS	M8.5.	Recognizes repeating patterns *GOLD*® Objectives for Development and Learning • Objective **23 Demonstrates knowledge of patterns** Objective **23.3 Emerging to 23.4 Copies simple repeating patterns**
INDICATORS OF PROGRESS	M8.6.	Copies existing pattern with same materials *GOLD*® Objectives for Development and Learning • Objective **23 Demonstrates knowledge of patterns** Objective **23.4 Copies simple repeating patterns**
INDICATORS OF PROGRESS	M8.7.	Extends a simple pattern with the same materials *GOLD*® Objectives for Development and Learning • Objective **23 Demonstrates knowledge of patterns** Objective **23.6 Extends and creates simple repeating patterns**
CONTENT STANDARD / DOMAIN	M.	Mathematics (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Geometry and Spatial Thinking
INDICATORS OF PROGRESS / STRAND	M9.	Knowledge and visualization of shapes: The child recognizes shapes, can describe 2 dimensional (2D) and 3 dimensional (3D) shapes and manipulate shapes with purpose.
INDICATORS OF PROGRESS	M9.3.	Points to familiar 2D and 3D shapes (circle, spheres, squares, cubes, triangles) when asked, thereby showing recognition of shape names *GOLD*® Objectives for Development and Learning Objective **21 Explores and describes spatial relationships and shapes b. Understands shapes** Objective **21b.4 Identifies a few basic shapes (circle, square, triangle)**
INDICATORS OF PROGRESS	M9.4.	Recognizes geometric shapes in the environment *GOLD*® Objectives for Development and Learning Objective **21 Explores and describes spatial relationships and shapes b. Understands shapes** Objective **21b.4 Identifies a few basic shapes (circle, square, triangle)**
CONTENT STANDARD / DOMAIN	M.	Mathematics (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Geometry and Spatial Thinking
INDICATORS OF PROGRESS / STRAND	M10.	Transformations and symmetry: The child can locate and manipulate shapes in space

INDICATORS OF PROGRESS	M10.7.	Rotates, flips, or turns an object to fit once they realize object doesn't fit a defined space _GOLD®_ **Objectives for Development and Learning** Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)
CONTENT STANDARD / DOMAIN	**M.**	**Mathematics (3-4 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Geometry and Spatial Thinking**
INDICATORS OF PROGRESS / STRAND	**M11.**	**Location spatial relationships and landmark use: The child recognizes where a person or object is in relation to other people of objects**
INDICATORS OF PROGRESS	MA11.4.	Uses terms like near/far; under; below; front; middle; end _GOLD®_ **Objectives for Development and Learning** Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)
INDICATORS OF PROGRESS	MA11.5.	Uses a simple map of a visible area to locate placement _GOLD®_ **Objectives for Development and Learning** Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)
CONTENT STANDARD / DOMAIN	**M.**	**Mathematics (3-4 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Data Analysis**
INDICATORS OF PROGRESS / STRAND	**M12.**	**Sorting: The child recognizes that objects can be sorted by attributes**
INDICATORS OF PROGRESS	M12.5.	Sorts objects based on an observable attribute _GOLD®_ **Objectives for Development and Learning** 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
INDICATORS OF PROGRESS	M12.6.	Demonstrates understanding that attributes are measurable _GOLD®_ **Objectives for Development and Learning** 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**
CONTENT STANDARD / DOMAIN	**M.**	**Mathematics (3-4 Years)**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Data Analysis
INDICATORS OF PROGRESS / STRAND	M13.	Collects, classifies, and organizes information: The child collects, classifies and organizes data based on distinguishing characteristics.
INDICATORS OF PROGRESS	M13.1.	Participates in simple data collection discussed by an adult or other child *GOLD®* Objectives for Development and Learning • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.3 Emerging to 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
INDICATORS OF PROGRESS	M13.2.	Collects information by one or more attribute *GOLD®* Objectives for Development and Learning Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.3 Emerging to 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
CONTENT STANDARD / DOMAIN	M.	Mathematics (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Data Analysis
INDICATORS OF PROGRESS / STRAND	M14.	Describes data: The child can describe data by using data sets to solve problems or asking questions.
INDICATORS OF PROGRESS	M14.1.	Identifies patterns, differences, or similarities of information collected *GOLD®* Objectives for Development and Learning Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.3 Emerging to 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
INDICATORS OF PROGRESS	M14.2.	Uses language to describe those patterns, differences or similarities of data *GOLD®* Objectives for Development and Learning Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.3 Emerging to 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
CONTENT STANDARD / DOMAIN	P.	Mathematics (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Gross Motor
INDICATORS OF PROGRESS / STRAND	P3.	Locomotion: Childs moves their body through space from one place to another

INDICATORS OF PROGRESS	P3.14.	Crawls under and around 3 or more objects in an obstacle course *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.6** Moves purposefully from place to place with control
INDICATORS OF PROGRESS	P3.15.	Walks along a wide (12" >) slightly raised straight pathway with assistance *GOLD*® Objectives for Development and Learning Objective **5** Demonstrates balancing skills Objective **5.5** Emerging to **5.6** Sustains balance during simple movement experiences
INDICATORS OF PROGRESS	P3.16.	Walks up and down a few stairs with adult support or holding handrail using alternating feet (step up on stair one foot, then use other foot to go to the next stair) *GOLD*® Objectives for Development and Learning Objective **4** Demonstrates traveling skills Objective **4.5** Emerging to **4.6** Moves purposefully from place to place with control
INDICATORS OF PROGRESS	P3.17.	Climbs on play equipment *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.6** Moves purposefully from place to place with control
INDICATORS OF PROGRESS	P3.18.	Hops on one foot a few times *GOLD*® Objectives for Development and Learning Objective **5** Demonstrates balancing skills Objective **5.6** Sustains balance during simple movement experiences
INDICATORS OF PROGRESS	P3.19.	Jumps off slightly elevated height with two feet *GOLD*® Objectives for Development and Learning Objective **5** Demonstrates balancing skills Objective **5.6** Sustains balance during simple movement experiences
INDICATORS OF PROGRESS	P3.20.	Jumps with two feet over and out of spaces or objects on floor ("river" w rope or tape markers/hula hoops) *GOLD*® Objectives for Development and Learning Objective **5** Demonstrates balancing skills Objective **5.6** Sustains balance during simple movement experiences
CONTENT STANDARD / DOMAIN	P.	Mathematics (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Gross Motor
INDICATORS OF PROGRESS /	P4.	Object control: Child can manipulate objects to propel or receive

STRAND		
INDICATORS OF PROGRESS	P4.7.	**Kicks a medium-sized ball** *GOLD*® **Objectives for Development and Learning** Objective 6 Demonstrates gross-motor manipulative skills Objective **6.6 Manipulates balls or similar objects with flexible body movements**
INDICATORS OF PROGRESS	P4.8.	**Throws a large playground ball using two hands** *GOLD*® **Objectives for Development and Learning** Objective 6 Demonstrates gross-motor manipulative skills Objective **6.6 Manipulates balls or similar objects with flexible body movements**
INDICATORS OF PROGRESS	P4.9.	**Catches a large or medium ball by cradling in arms toward body** *GOLD*® **Objectives for Development and Learning** Objective 6 Demonstrates gross-motor manipulative skills Objective **6.6 Manipulates balls or similar objects with flexible body movements**
INDICATORS OF PROGRESS	P4.10.	**Peddles a tricycle or riding toys** *GOLD*® **Objectives for Development and Learning** • Objective **4 Demonstrates traveling skills** Objective **4.6 Moves purposefully from place to place with control**
CONTENT STANDARD / DOMAIN	P.	Mathematics (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Fine Motor**
INDICATORS OF PROGRESS / STRAND	P5.	**Dexterity: Child can coordinate and control movement of hands and fingers to grasp and manipulate objects**
INDICATORS OF PROGRESS	P5.12.	**Grasps a simple puzzle piece and can place a few pieces in the puzzle** *GOLD*® **Objectives for Development and Learning** Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective **7a.6 Uses refined wrist and finger movements**
INDICATORS OF PROGRESS	P5.13.	**Draws freely on paper** *GOLD*® **Objectives for Development and Learning** Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective **7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks**
INDICATORS OF PROGRESS	P5.14.	**Strings large beads** *GOLD*® **Objectives for Development and Learning**

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		Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
CONTENT STANDARD / DOMAIN	P.	Mathematics (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fine Motor
INDICATORS OF PROGRESS / STRAND	P6.	Self Care: Child participates in daily care routines for feeding, dressing and personal hygiene
INDICATORS OF PROGRESS	P6.11.	Assists with putting shoes on and taking them off *GOLD*® **Objectives for Development and Learning** Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
INDICATORS OF PROGRESS	P6.12.	Assists with putting boots on and taking off *GOLD*® **Objectives for Development and Learning** Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
INDICATORS OF PROGRESS	P6.13.	Puts on coat and takes coat off with assistance *GOLD*® **Objectives for Development and Learning** Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Discover
INDICATORS OF PROGRESS / STRAND	ST1.	Observe and question: Child demonstrates awareness and engagement with phenomena, materials, and environment
INDICATORS OF PROGRESS	ST1.5.	Notices differences or similarities among materials, objects and phenomena *GOLD*® **Objectives for Development and Learning** Objective 24 Uses scientific inquiry skills
INDICATORS OF PROGRESS	ST1.6.	Uses experiences to stimulate questions *GOLD*® **Objectives for Development and Learning** Objective 24 Uses scientific inquiry skills
CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Discover
INDICATORS OF PROGRESS / STRAND	ST2.	Investigate: Child actively shows wonder by demonstrating curiosity of self, others and surroundings

INDICATORS OF PROGRESS	ST2.7.	Seeks to gain additional knowledge in areas of interests *GOLD*® Objectives for Development and Learning Objective 24 Uses scientific inquiry skills
INDICATORS OF PROGRESS	ST2.8.	Explores with the intention of finding out something specific *GOLD*® Objectives for Development and Learning Objective 24 Uses scientific inquiry skills
INDICATORS OF PROGRESS	ST2.9.	Uses many tools as designed *GOLD*® Objectives for Development and Learning Objective 28 Uses tools and other technology to perform tasks
CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Act
INDICATORS OF PROGRESS / STRAND	ST3.	Experiment: Child develops and completes a process based on a question, interest or anticipated outcome, adjusting as needed
INDICATORS OF PROGRESS	ST3.11.	Makes a simple plan in advance to see what will happen *GOLD*® Objectives for Development and Learning Objective 24 Uses scientific inquiry skills
INDICATORS OF PROGRESS	ST3.12.	Uses a greater variety of strategies to carry out ideas *GOLD*® Objectives for Development and Learning Objective 24 Uses scientific inquiry skills
INDICATORS OF PROGRESS	ST3.13.	Attempts to make a prediction of an expected outcome *GOLD*® Objectives for Development and Learning Objective 24 Uses scientific inquiry skills
CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Act
INDICATORS OF PROGRESS / STRAND	ST4.	Evaluate: Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions
INDICATORS OF PROGRESS	ST4.7.	Describes all parts of an outcome by comparing, sorting, classifying and/or organizing *GOLD*® Objectives for Development and Learning Objective 24 Uses scientific inquiry skills
INDICATORS OF PROGRESS	ST4.8.	Open to more than one solution or answer to a problem

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		GOLD® Objectives for Development and Learning • 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
INDICATORS OF PROGRESS	ST4.9.	Begins to rely on or expect evidence, things seen or experienced directly, as reasons for results obtained *GOLD®* Objectives for Development and Learning Objective **24** Uses scientific inquiry skills
CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integrate
INDICATORS OF PROGRESS / STRAND	ST5.	Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others
INDICATORS OF PROGRESS	ST5.9.	Verbally expresses ideas/thought process *GOLD®* Objectives for Development and Learning • Objective **9** Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective **9a.6** Describes and tells the use of many familiar items
INDICATORS OF PROGRESS	ST5.10.	Seeks input from others regarding an experience *GOLD®* Objectives for Development and Learning • 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
INDICATORS OF PROGRESS	ST5.11.	Verbalizes possible explanations for an outcome *GOLD®* Objectives for Development and Learning • Objective **9** Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective **9a.6** Describes and tells the use of many familiar items
INDICATORS OF PROGRESS	ST5.12.	Uses drawing, writing, models, or other creative expressions to present ideas *GOLD®* Objectives for Development and Learning • 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
CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking (3-4 Years)
PERFORMANCE INDICATOR /		Integrate

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DOMAIN COMPONENT		
INDICATORS OF PROGRESS / STRAND	ST6.	**Apply: Child leverages and uses knowledge unprompted or in a new situation**
INDICATORS OF PROGRESS	ST6.5.	**Recalls and uses information in new/ different experiences** _GOLD®_ **Objectives for Development and Learning** • Objective **12 Remembers and connects experiences b. Makes connections** **Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation**
INDICATORS OF PROGRESS	ST6.6.	**Generates new and more complex questions** _GOLD®_ **Objectives for Development and Learning** **Objective 24 Uses scientific inquiry skills**
INDICATORS OF PROGRESS	ST6.7.	**Uses prior experience to identify details that may be relevant** _GOLD®_ **Objectives for Development and Learning** • Objective **12 Remembers and connects experiences b. Makes connections** **Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation**
CONTENT STANDARD / DOMAIN	SE.	**Social and Emotional Development (3-4 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Self and Emotional Awareness**
INDICATORS OF PROGRESS / STRAND	S1.	**Confidence: Child demonstrates confidence "I am capable, I can experiment, I can make mistakes, and I can move on"**
INDICATORS OF PROGRESS	S1.8.	**Demonstrates confidence in a range of abilities and expresses pride in accomplishments** _GOLD®_ **Objectives for Development and Learning** **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
INDICATORS OF PROGRESS	S1.9.	**Consistently and effectively uses social/emotional resources such as adults, peers or things for support** _GOLD®_ **Objectives for Development and Learning** **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
CONTENT STANDARD / DOMAIN	SE.	**Social and Emotional Development (3-4 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Self and Emotional Awareness**
INDICATORS OF PROGRESS /	S2.	**Self-Awareness: Child demonstrates understanding and appreciation of uniqueness in**

STRAND		own family, community, culture, and the world
INDICATORS OF PROGRESS	S2.5.	Demonstrates knowledge of family celebrations, traditions, and expectations *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
CONTENT STANDARD / DOMAIN	SE.	Social and Emotional Development (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Self and Emotional Awareness
INDICATORS OF PROGRESS / STRAND	S3.	Emotions: Child demonstrates understanding of own emotions, others' emotions, and awareness of emotions becoming reactions and behaviors
INDICATORS OF PROGRESS	S3.7.	Uses words to express emotions *GOLD*® Objectives for Development and Learning Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.4 Demonstrates concern about the feelings of others**
INDICATORS OF PROGRESS	S3.8.	Recognizes and responds to others' emotional expression *GOLD*® Objectives for Development and Learning Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.4 Demonstrates concern about the feelings of others**
CONTENT STANDARD / DOMAIN	SE.	Social and Emotional Development (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Self-Management
INDICATORS OF PROGRESS / STRAND	S4.	Managing thinking: Child manages attention and thoughts
INDICATORS OF PROGRESS	S4.9.	Attends for longer periods and persists through a broad range of adult-directed and child-initiated activities *GOLD*® Objectives for Development and Learning • 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**
INDICATORS OF PROGRESS	S4.10.	Makes self-directed choices from a greater variety of options *GOLD*® Objectives for Development and Learning • 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**
INDICATORS OF PROGRESS	S4.11.	Increasing ability to remember and follow simple two-step directions

		GOLD® Objectives for Development and Learning Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.7 Emerging to 8b.8 Follows detailed, instructional, multistep directions
CONTENT STANDARD / DOMAIN	**SE.**	**Social and Emotional Development (3-4 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Self-Management**
INDICATORS OF PROGRESS / STRAND	**S5.**	**Managing emotions and behaviors: Child manages emotions, impulses, and behaviors with assistance from others and independently**
INDICATORS OF PROGRESS	**S5.16.**	**Consistently calms self when feeling strong emotions or discomfort with only occasional adult guidance and assistance** *GOLD®* Objectives for Development and Learning 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
INDICATORS OF PROGRESS	**S5.17.**	**Independently expresses feelings, needs, opinions, and desires in appropriate ways** *GOLD®* Objectives for Development and Learning 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
INDICATORS OF PROGRESS	**S5.18.**	**Follows expectations established to manage feelings and behaviors with necessary reminders or assistance** *GOLD®* Objectives for Development and Learning 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
INDICATORS OF PROGRESS	**S5.19.**	**Demonstrates the ability to delay gratification for longer periods of time** *GOLD®* Objectives for Development and Learning Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
INDICATORS OF PROGRESS	**S5.20.**	**Demonstrates understanding of rules, roles, jobs, and relationships in families and the community** *GOLD®* Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
CONTENT STANDARD / DOMAIN	**SE.**	**Social and Emotional Development (3-4 Years)**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Social Understanding and Relationships
INDICATORS OF PROGRESS / STRAND	S6.	Social responsiveness: Child notices and responds to others and their emotions
INDICATORS OF PROGRESS	S6.7.	Shows understanding, empathy, and compassion for others through words or gestures *GOLD*® Objectives for Development and Learning Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.4 Demonstrates concern about the feelings of others**
INDICATORS OF PROGRESS	S6.8.	Labels others' emotions *GOLD*® Objectives for Development and Learning 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**
CONTENT STANDARD / DOMAIN	SE.	Social and Emotional Development (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Social Understanding and Relationships
INDICATORS OF PROGRESS / STRAND	S7.	Building relationships: Child establishes and sustains relationships with others
INDICATORS OF PROGRESS	S7.8.	Shares information and participates in activities with adults and peers *GOLD*® Objectives for Development and Learning Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** Objective **3a.4 Takes turns**
CONTENT STANDARD / DOMAIN	SE.	Social and Emotional Development (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Social Understanding and Relationships
INDICATORS OF PROGRESS / STRAND	S8.	Social skills: Child responds to and interact with others in a meaningful way
INDICATORS OF PROGRESS	S8.7.	Initiates, joins, and sustains cooperative play and conversations with others *GOLD*® Objectives for Development and Learning 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
INDICATORS OF PROGRESS	S8.8.	Shows concern, respect, care, and appreciation for others and the environment *GOLD*® Objectives for Development and Learning

		Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others **Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors**
INDICATORS OF PROGRESS	S8.9.	**Actively helps solve problems with others** *GOLD*® Objectives for Development and Learning **Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems** **Objective 3b.4 Seeks adult help to resolve social problems**
INDICATORS OF PROGRESS	S8.10.	**Takes turns** *GOLD*® Objectives for Development and Learning **Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.4 Take turns**
CONTENT STANDARD / DOMAIN	**SS.**	**Social Systems: Cognitive (3-4 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Community, People and Relationships**
INDICATORS OF PROGRESS / STRAND	**SS1.**	**Self-identity in the community: Understands the different ways people form their identity**
INDICATORS OF PROGRESS	SS1.6.	**Describes their role(s) within the family and familiar environment** *GOLD*® Objectives for Development and Learning • **Objective 29 Demonstrates knowledge about self**
INDICATORS OF PROGRESS	SS1.7.	**Identifies similarities and differences in people** *GOLD*® Objectives for Development and Learning **Objective 30 Shows basic understanding of people and how they live**
CONTENT STANDARD / DOMAIN	**SS.**	**Social Systems: Cognitive (3-4 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Community, People and Relationships**
INDICATORS OF PROGRESS / STRAND	**SS2.**	**Civics: Child understands what it means to be a member of a community**
INDICATORS OF PROGRESS	SS2.6.	**Describes different roles of people in the community** *GOLD*® Objectives for Development and Learning **Objective 30 Shows basic understanding of people and how they live**
INDICATORS OF PROGRESS	SS2.7.	**With modeling and support, follows classroom rules and routines** *GOLD*® Objectives for Development and Learning **Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations**

		Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
CONTENT STANDARD / DOMAIN	**SS.**	**Social Systems: Cognitive (3-4 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Change over Time**
INDICATORS OF PROGRESS / STRAND	**SS3.**	**Personal history: Child explores the concepts of past, present and future in relation to personally significant events**
INDICATORS OF PROGRESS	**S3.6.**	**Uses language to recall events in time ("yesterday," "today", "tomorrow", "when I was a baby," "last time")** _GOLD_® **Objectives for Development and Learning** • Objective **31 Explores change related to familiar people or places**
INDICATORS OF PROGRESS	**S3.7.**	**Begins to see self-placed in time between older and younger family members and friends** _GOLD_® **Objectives for Development and Learning** • Objective **29 Demonstrates knowledge about self**
INDICATORS OF PROGRESS	**S3.8.**	**Demonstrates an understanding of chronological order concepts in reference to a specific event** _GOLD_® **Objectives for Development and Learning** • Objective **31 Explores change related to familiar people or places**
INDICATORS OF PROGRESS	**S3.9.**	**Talks about recent family or friend events and their impact on self** _GOLD_® **Objectives for Development and Learning** • Objective **29 Demonstrates knowledge about self**
CONTENT STANDARD / DOMAIN	**SS.**	**Social Systems: Cognitive (3-4 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Change over Time**
INDICATORS OF PROGRESS / STRAND	**SS4.**	**Family narratives and traditions: Child has an awareness and appreciation of family and cultural stories and traditions**
INDICATORS OF PROGRESS	**SS4.2.**	**Demonstrates curiosity about family and culture** _GOLD_® **Objectives for Development and Learning** **Objective 30 Shows basic understanding of people and how they live**
INDICATORS OF PROGRESS	**SS4.3.**	**Shares stories about family, culture and traditions** _GOLD_® **Objectives for Development and Learning** **Objective 30 Shows basic understanding of people and how they live**
CONTENT STANDARD / DOMAIN	**SS.**	**Social Systems: Cognitive (3-4 Years)**
PERFORMANCE INDICATOR /		**Environment**

DOMAIN COMPONENT		
INDICATORS OF PROGRESS / STRAND	SS5.	Conservation: Understands that some environmental resources are limited
INDICATORS OF PROGRESS	SS5.4.	Begins to practice responsible consumption and conservation of natural and physical resources *GOLD*® Objectives for Development and Learning • Objective **27 Demonstrates knowledge of Earth's environment**
CONTENT STANDARD / DOMAIN	SS.	Social Systems: Cognitive (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Environment
INDICATORS OF PROGRESS / STRAND	SS6.	Physical characteristics of community: Child can identify important physical features in their environment
INDICATORS OF PROGRESS	SS6.3.	Identifies and describes significant objects and places in familiar environments *GOLD*® Objectives for Development and Learning Objective **32 Demonstrates simple geographic knowledge**
CONTENT STANDARD / DOMAIN	SS.	Social Systems: Cognitive (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Economics
INDICATORS OF PROGRESS / STRAND	SS7.	Economic reasoning: Child begins to understand basic economic principles
INDICATORS OF PROGRESS	SS7.4.	Participates in turn taking with increasing independence *GOLD*® Objectives for Development and Learning Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** Objective **3a.4 Take turns**
INDICATORS OF PROGRESS	SS7.5.	Describes basic needs for living things *GOLD*® Objectives for Development and Learning • Objective **25 Demonstrates knowledge of the characteristics of living things**
INDICATORS OF PROGRESS	SS7.6.	Begins to understand the use of trade or money to obtain goods and services *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
CONTENT STANDARD / DOMAIN	SS.	Social Systems: Cognitive (3-4 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Technology
INDICATORS OF PROGRESS /	SS8.	Digital citizenship: The ability to choose and use some digital technology appropriately.

STRAND		Follow all best practices and safety protocol for children using digital technology
INDICATORS OF PROGRESS	SS8.1.	With support, explores all tools, including digital tools, to enhance learning *GOLD*® Objectives for Development and Learning Objective 28 Uses tools and other technology to perform tasks
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Initiative and Curiosity
INDICATORS OF PROGRESS / STRAND	AL1.	Inquisitiveness: Child explores the environment and seeks interaction with people and objects; willingly tries new things
INDICATORS OF PROGRESS	AL1.10.	Scans environment and notices new objects, materials and activities right away. Asks about them *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
INDICATORS OF PROGRESS	AL1.11.	Eager to investigate new things and have new experiences *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Initiative and Curiosity
INDICATORS OF PROGRESS / STRAND	AL2.	Wonderment: Child expresses interest in novelty
INDICATORS OF PROGRESS	AL2.5.	Independently seeks out new experiences, objects, or materials for own enjoyment *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Attentiveness, Engagement and Persistence
INDICATORS OF PROGRESS / STRAND	AL3.	Attending: Child focuses visual and auditory attention on relevant aspects of the environment
INDICATORS OF PROGRESS	AL3.7.	Attends in large group activities led by teacher for sustained periods

		GOLD® Objectives for Development and Learning • 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
INDICATORS OF PROGRESS	AL3.8.	Participates in large group activities and discussions GOLD® Objectives for Development and Learning • 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
INDICATORS OF PROGRESS	AL3.9.	Listens to others GOLD® Objectives for Development and Learning • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Attentiveness, Engagement and Persistence
INDICATORS OF PROGRESS / STRAND	AL4.	Self-direction: Child makes choices based upon own interests
INDICATORS OF PROGRESS	AL4.5.	Creates a plan to achieve a goal and follows through to completion GOLD® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Attentiveness, Engagement and Persistence
INDICATORS OF PROGRESS / STRAND	AL5.	Diligence: Child is focused and productive
INDICATORS OF PROGRESS	AL5.6.	Conscientiously attempts to complete assigned tasks GOLD® Objectives for Development and Learning • 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
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Attentiveness, Engagement and Persistence

INDICATORS OF PROGRESS / STRAND	AL6.	Resilience: Child responds to challenge by adapting
INDICATORS OF PROGRESS	AL6.6.	Maintains a positive outlook in spite of challenges *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
INDICATORS OF PROGRESS	AL6.7.	Demonstrates ability to adjust to changes *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.6 Changes plans if a better idea is thought of or proposed
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Creativity
INDICATORS OF PROGRESS / STRAND	AL7.	Immersion Child becomes absorbed in the process of exploration
INDICATORS OF PROGRESS	AL7.6.	When interested in a topic seeks opportunities to learn more and satisfy own curiosity *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.6 Changes plans if a better idea is thought of or proposed
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Creativity
INDICATORS OF PROGRESS / STRAND	AL8.	Playfulness: Child demonstrates a sense of humor and imagination in their play
INDICATORS OF PROGRESS	AL8.9.	Approaches tasks with imagination and inventiveness *GOLD*® Objectives for Development and Learning • 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
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Creativity
INDICATORS OF PROGRESS / STRAND	AL9.	Production: Child expresses ideas, thoughts and opinions and creates products that are unexpected, original and relevant

INDICATORS OF PROGRESS	AL9.8.	Becomes absorbed in the process of creating *GOLD*® Objectives for Development and Learning • 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**
INDICATORS OF PROGRESS	AL9.9.	Purposefully works to create unique products of own choosing *GOLD*® Objectives for Development and Learning • 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**
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Processing and Utilizing Information
INDICATORS OF PROGRESS / STRAND	AL10.	Working Memory: Child stores and retrieves information in order to use it purposefully
INDICATORS OF PROGRESS	AL10.8.	Independently carries out all of the steps in daily routines such as putting toys away, preparing for lunch, etc *GOLD*® Objectives for Development and Learning • Objective **12 Remembers and connects experiences b. Makes connections** Objective **12b.6 Draws on everyday experiences and applies this knowledge to a similar situation**
INDICATORS OF PROGRESS	AL10.9.	Participates in discussions about familiar topics and contributes relevant information *GOLD*® Objectives for Development and Learning • 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**
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Processing and Utilizing Information
INDICATORS OF PROGRESS / STRAND	AL11.	Symbolic Representation: Child uses sounds, actions, objects and materials (paint, clay, blocks, etc.) to express their ideas and understanding as well as to make new connections.

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INDICATORS OF PROGRESS	AL11.7.	**Plans and creates elaborate play plots, stories, block structures and art projects** *GOLD*® **Objectives for Development and Learning** • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
INDICATORS OF PROGRESS	AL11.8.	**Begins to use print as a tool to express thoughts, ideas and to intentionally communicate** *GOLD*® **Objectives for Development and Learning** • 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
CONTENT STANDARD / DOMAIN	**AL.**	**Approaches to Learning (4-5 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Processing and Utilizing Information**
INDICATORS OF PROGRESS / STRAND	**AL12.**	**Cognitive Flexibility/ Reasoning: Child considers more than one possible outcome to a problem or situation; begins to create theories for why things happen; can recognize how one thing relates to or affects another thing**
INDICATORS OF PROGRESS	AL12.8.	**Draws conclusions and can explain their thinking** *GOLD*® **Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective **11c.6 Solves problems without having to try every possibility**
INDICATORS OF PROGRESS	AL12.9.	**Considers another point of view and will change opinion or idea when faced with new information** *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** Objective **11e.6 Changes plans if a better idea is thought of or proposed**
INDICATORS OF PROGRESS	AL12.10.	**Collaborates with others to investigate a situation or problem** *GOLD*® **Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective **11c.6 Solves problems without having to try every possibility**
CONTENT STANDARD / DOMAIN	**AL.**	**Approaches to Learning (4-5 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Processing and Utilizing Information**
INDICATORS OF PROGRESS / STRAND	**AL13.**	**Problem Solving: Child seeks and finds solutions to problems**

INDICATORS OF PROGRESS	AL13.5.	Independently attempts to solve problems _GOLD®_ **Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective **11c.6 Solves problems without having to try every possibility**
INDICATORS OF PROGRESS	AL13.6.	Explains the possible solution and the outcome _GOLD®_ **Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective **11c.6 Solves problems without having to try every possibility**
INDICATORS OF PROGRESS	AL13.7.	Evaluates the outcome of attempted solutions and makes revisions if necessary _GOLD®_ **Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective **11c.6 Solves problems without having to try every possibility**
CONTENT STANDARD / DOMAIN	A.	The Arts (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Exploring the Arts
INDICATORS OF PROGRESS / STRAND	A1.	Child shows an interest in learning about different artistic experiences
INDICATORS OF PROGRESS	A1.5.	Integrates a variety of art experiences during play _GOLD®_ **Objectives for Development and Learning** • Objective 33 Explores the visual arts • Objective **34 Explores musical concepts and expression** • Objective **35 Explores dance and movement concepts** • Objective **36 Explores drama through actions and language**
CONTENT STANDARD / DOMAIN	A.	The Arts (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Exploring the Arts
INDICATORS OF PROGRESS / STRAND	A2.	Child can distinguish differences within each area of artistic expression
INDICATORS OF PROGRESS	A2.5.	Discuss differences among artistic expression _GOLD®_ **Objectives for Development and Learning** • Objective 33 Explores the visual arts • Objective **34 Explores musical concepts and expression** • Objective **35 Explores dance and movement concepts** • Objective **36 Explores drama through actions and language**
CONTENT STANDARD / DOMAIN	A.	The Arts (4-5 Years)
PERFORMANCE INDICATOR /		Exploring the Arts

DOMAIN COMPONENT		
INDICATORS OF PROGRESS / STRAND	A3.	Child demonstrates interest and emotions in artistic expression
INDICATORS OF PROGRESS	A3.5.	Elects to spend time in artistic expression with purpose and analyzes their work *GOLD*® Objectives for Development and Learning • Objective 33 Explores the visual arts • Objective **34** Explores musical concepts and expression • Objective **35** Explores dance and movement concepts • Objective **36** Explores drama through actions and language
CONTENT STANDARD / DOMAIN	A.	The Arts (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Exploring the Arts
INDICATORS OF PROGRESS / STRAND	A4.	Child understands patterns in artistic media
INDICATORS OF PROGRESS	A4.5.	Creates their own artistic patterns *GOLD*® Objectives for Development and Learning • Objective **23** Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns
CONTENT STANDARD / DOMAIN	A.	The Arts (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Self-Expression in the Arts
INDICATORS OF PROGRESS / STRAND	A5.	Child uses art for self-expression
INDICATORS OF PROGRESS	A5.5.	Intentionally uses art for self-expression *GOLD*® Objectives for Development and Learning • Objective 33 Explores the visual arts • Objective **34** Explores musical concepts and expression • Objective **35** Explores dance and movement concepts • Objective **36** Explores drama through actions and language
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening and Understanding; Receptive Language
INDICATORS OF PROGRESS / STRAND	L1.	Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)
INDICATORS OF PROGRESS	L1.13.	Follows directions that involve two or more steps *GOLD*® Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language b. Follows

		directions **Objective 8b.8 Follows detailed, instructional, multistep directions**
INDICATORS OF PROGRESS	L1.14.	**Responds to increasingly complex prepositional directions, such as beside, around and next to** *GOLD*® Objectives for Development and Learning • Objective **21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** **Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance**
CONTENT STANDARD / DOMAIN	**LLC.**	**Language, Literacy and Communications: Cognitive (4-5 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Communicating and Speaking; Expressive Language**
INDICATORS OF PROGRESS / STRAND	**L2.**	**Social conversation: Child meaningfully engages in talk with others to express feelings, wants and ideas**
INDICATORS OF PROGRESS	L2.11.	**Negotiates, shares, plans, and solves problems with others** *GOLD*® Objectives for Development and Learning • 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**
INDICATORS OF PROGRESS	L2.12.	**Asks and answers questions to seek help or get information** *GOLD*® Objectives for Development and Learning • 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**
CONTENT STANDARD / DOMAIN	**LLC.**	**Language, Literacy and Communications: Cognitive (4-5 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Communicating and Speaking; Expressive Language**
INDICATORS OF PROGRESS / STRAND	**L3.**	**Vocabulary and syntax: Child understands word order and grammatical rules**
INDICATORS OF PROGRESS	L3.14.	**Uses sentences that express logical relationships between concepts** *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.6 Uses complete, four- to six-word sentences**

INDICATORS OF PROGRESS	L3.15.	Uses increasingly specific words to name objects and their features and functions *GOLD*® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
INDICATORS OF PROGRESS	L3.16.	Shares information about experiences, people, places, and things in sequence *GOLD*® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Emergent Reading
INDICATORS OF PROGRESS / STRAND	L4.	Motivation, engagement: Child has an interest in and sustained attention for literacy acts
INDICATORS OF PROGRESS	L4.12.	Actively participates in reading activities with enjoyment and purpose *GOLD*® Objectives for Development and Learning • 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
INDICATORS OF PROGRESS	L4.13.	Retells familiar stories using the book as a guide *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.2 Retells some events or information from a familiar story or other text with close adult prompting
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Emergent Reading
INDICATORS OF PROGRESS / STRAND	L5.	Phonological awareness: Child is able to hear and understand the discrete sounds that make up language

INDICATORS OF PROGRESS	L5.12.	**Identifies and continues sound patterns in words** **_GOLD®_ Objectives for Development and Learning** • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word**
INDICATORS OF PROGRESS	L5.13.	**Plays with the sounds in spoken language, independent of meaning** **_GOLD®_ Objectives for Development and Learning** • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously**
CONTENT STANDARD / DOMAIN	LLC.	**Language, Literacy and Communications: Cognitive (4-5 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Emergent Reading**
INDICATORS OF PROGRESS / STRAND	L6.	**Letter recognition: Child recognizes the shapes of letters and recalls the names of letters**
INDICATORS OF PROGRESS	L6.6.	**Recognizes how features of a letter combine to make a specific letter** **_GOLD®_ Objectives for Development and Learning** • Objective **19 Demonstrates writing skills c. Writes using conventions 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**
INDICATORS OF PROGRESS	L6.7.	**Differentiates between letters and other symbols** **_GOLD®_ Objectives for Development and Learning** • 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**
CONTENT STANDARD / DOMAIN	LLC.	**Language, Literacy and Communications: Cognitive (4-5 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Emergent Reading**
INDICATORS OF PROGRESS / STRAND	L7.	**Concepts of print: Child understands the fundamentals of print, such as orientation, organization, and features of print**

INDICATORS OF PROGRESS	L7.8.	Recognizes some parts of a book and conventions of print _GOLD_® Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
INDICATORS OF PROGRESS	L7.9.	Knows that English print is left to right and top to bottom _GOLD_® Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.4 Indicates where to start reading and the direction to follow
INDICATORS OF PROGRESS	L7.10.	Points to words and attempts to read, or asks, "what does it say?" _GOLD_® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses b. Uses print concepts** Objective **17b.2 Shows understanding that text is meaningful and can be read**
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Emergent Reading
INDICATORS OF PROGRESS / STRAND	L8.	Comprehension of narrative text: Child understands the events and order of events in a story
INDICATORS OF PROGRESS	L8.13.	Predicts what will happen next in a story using words or drawings _GOLD_® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.4 Asks and answers questions about the text; refers to pictures**
INDICATORS OF PROGRESS	L8.14.	Retells a story using a variety of media, materials, and props _GOLD_® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts** Objective **18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts**
INDICATORS OF PROGRESS	L8.15.	Restates and describes the concepts from the text _GOLD_® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.4 Asks and answers questions about the text; refers to pictures**

CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	L9.	Writing conventions: Child understands the forms and function of written language
INDICATORS OF PROGRESS	L9.10.	Writes own name, and words about things that interest them *GOLD*® **Objectives for Development and Learning** • 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.8 Uses drawing, dictation, and letter strings to convey a message**
INDICATORS OF PROGRESS	L9.11.	Understands there are different purposes for writing, such as stories, lists, signs, etc. *GOLD*® **Objectives for Development and Learning** • 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**
INDICATORS OF PROGRESS	L9.12.	Uses invented spelling *GOLD*® **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** Objective **19b.10 Uses drawing, dictation, and early invented spelling to convey a message**
INDICATORS OF PROGRESS	L9.13.	Uses words, pictures, letters, or letter-like symbols to communicate information and ideas, or compose original stories *GOLD*® **Objectives for Development and Learning** • 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**
CONTENT STANDARD / DOMAIN	M.	Mathematics (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Number Knowledge
INDICATORS OF PROGRESS / STRAND	M1.	Rote counting: The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity
INDICATORS OF PROGRESS	M1.14.	Recites number word aloud, forward, up to at least 29 (allow for some mistakes), without objects *GOLD*® **Objectives for Development and Learning** • 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**

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		number up to 20
INDICATORS OF PROGRESS	M1.15.	Recites number words aloud, backward, down from at least 10 without objects *GOLD*® **Objectives for Development and Learning** • Objective **20 Uses number concepts and operations a. Counts** Objective **20a.9 Emerging to 20a.10 Counts to 120 to determine how many; uses skip counting by 2s, 5s, and 10s; begins counting forward at any number between 1 and 120; counts backward from 20**
INDICATORS OF PROGRESS	M1.16.	Is able to name the next number word for numbers up to 9 *GOLD*® **Objectives for Development and Learning** • 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**
INDICATORS OF PROGRESS	M1.17.	Reads and writes numerals from 0 to 10, with some reversals possible *GOLD*® **Objectives for Development and Learning** • Objective **20 Uses number concepts and operations c. Connects numerals with their quantities** Objective **20c.6 Identifies numerals to 10 by name and connects each to counted objects**
CONTENT STANDARD / DOMAIN	M.	Mathematics (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Number Knowledge
INDICATORS OF PROGRESS / STRAND	M2.	Meaningful Counting: The child uses counting to identify how many items are in a set, using one to one correspondence; uses number words to identify "how many"
INDICATORS OF PROGRESS	M2.3.	Demonstrates and uses 1:1 correspondence with sets larger than four *GOLD*® **Objectives for Development and Learning** • Objective **20 Uses number concepts and operations a. Counts** Objective **20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object**
CONTENT STANDARD / DOMAIN	M.	Mathematics (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Number Knowledge
INDICATORS OF PROGRESS / STRAND	M3.	Cardinality: The child associates each of one or more number words to a unique and exact quantity, and knows that the final number word used when counting out an item set represents the exact number of items in the set
INDICATORS OF PROGRESS	M3.5.	Gives 5 or more items correctly and consistently when asked *GOLD*® **Objectives for Development and Learning** • Objective **20 Uses number concepts and operations a. Counts**

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		Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
CONTENT STANDARD / DOMAIN	M.	Mathematics (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Number Knowledge
INDICATORS OF PROGRESS / STRAND	M4.	Ordinality: The child matches symbols (digits or numerals) to a position in a sequence
INDICATORS OF PROGRESS	M4.3.	Recognizes that a number can be used to represent a position in a sequence *GOLD*® **Objectives for Development and Learning** • Objective **22 Compares and measures c. Represents and analyzes data** **Objective 22c.2 Knows a few ordinal numbers to)**
CONTENT STANDARD / DOMAIN	M.	Mathematics (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Number Knowledge
INDICATORS OF PROGRESS / STRAND	M5.	Comparing numbers and quantities: The child uses organizing strategies to know how many objects they have
INDICATORS OF PROGRESS	M5.7.	Verbally estimates quantities without counting, although inconsistently and allowing for mistakes *GOLD*® **Objectives for Development and Learning** • Objective **20 Uses number concepts and operations b. Quantifies** **Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts**
CONTENT STANDARD / DOMAIN	M.	Mathematics (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Number Knowledge
INDICATORS OF PROGRESS / STRAND	M6.	Relation and operations: The child can create a set or subset based on a rule, can combine or separate sets, and recognize the amount of items in a set does not change when the set arrangement changes
INDICATORS OF PROGRESS	M6.4.	States the number that comes next or before up to 10 *GOLD*® **Objectives for Development and Learning** • 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**
INDICATORS OF PROGRESS	M6.5.	Understands that the quantity of a set of (more than 4) objects has been changed *GOLD*® **Objectives for Development and Learning** • 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
INDICATORS OF PROGRESS	M6.6.	Without recounting, can add one more to a set, even when the set isn't visible after counting *GOLD*® Objectives for Development and Learning • 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
INDICATORS OF PROGRESS	M6.7.	Demonstrates ability to combine and separate items within a small set without changing the total number in the set (up to 5) *GOLD*® Objectives for Development and Learning • 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
INDICATORS OF PROGRESS	M6.8.	Uses simple physical strategies to combine or separate sets *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
CONTENT STANDARD / DOMAIN	M.	Mathematics (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Measurement
INDICATORS OF PROGRESS / STRAND	M7.	Measurement: Child recognizes and makes comparisons of measurable attributes (length, height, width, area, volume, physical distance, time duration.)
INDICATORS OF PROGRESS	M7.9.	Compares and orders more than two items in some way *GOLD*® Objectives for Development and Learning • 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
INDICATORS OF PROGRESS	M7.10.	Uses comparison vocabulary (longer/shorter, taller/shorter, farthest/closest) *GOLD*® Objectives for Development and Learning • 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
CONTENT STANDARD / DOMAIN	M.	Mathematics (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Patterns

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INDICATORS OF PROGRESS / STRAND	M8.	Repeating patterns: The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity
INDICATORS OF PROGRESS	M8.8.	Uses words or pictures to describe a simple pattern _GOLD®_ **Objectives for Development and Learning** • Objective **23** Demonstrates knowledge of patterns Objective 23.4 Copies simple repeating patterns
INDICATORS OF PROGRESS	M8.9.	Applies a simple pattern rule to different materials or mode (sound, body, color, size, movement) _GOLD®_ **Objectives for Development and Learning** • Objective **23** Demonstrates knowledge of patterns Objective 23.4 Copies simple repeating patterns
INDICATORS OF PROGRESS	M8.10.	Copies complex patterns with same materials _GOLD®_ **Objectives for Development and Learning** • Objective **23** Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns
INDICATORS OF PROGRESS	M8.11.	Applies a complex pattern rule using different materials or mode (sound, body, color, size, movement) _GOLD®_ **Objectives for Development and Learning** • Objective **23** Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns
CONTENT STANDARD / DOMAIN	M.	Mathematics (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Geometry and Spatial Thinking
INDICATORS OF PROGRESS / STRAND	M9.	Knowledge and visualization of shapes: The child recognizes shapes, can describe 2 dimensional (2D) and 3 dimensional (3D) shapes and manipulate shapes with purpose.
INDICATORS OF PROGRESS	M9.5.	Begins to describe the features (attributes) that define 2D and 3D shapes, including sides and corners _GOLD®_ **Objectives for Development and Learning** • 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
INDICATORS OF PROGRESS	M9.6.	Puts together (composes) and takes apart (decomposes) shapes _GOLD®_ **Objectives for Development and Learning** • 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
INDICATORS OF PROGRESS	M9.7.	Composes and decomposes shapes/ constructions with increasing complexity

GOLD® Objectives for Development and Learning
• 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 |
CONTENT STANDARD / DOMAIN	M.	Mathematics (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Geometry and Spatial Thinking
INDICATORS OF PROGRESS / STRAND	M10.	Transformations and symmetry: The child can locate and manipulate shapes in space
INDICATORS OF PROGRESS	M10.8.	Puts together (composes) and takes apart (decomposes) shapes to create new shapes

GOLD® Objectives for Development and Learning
• 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 |
| INDICATORS OF PROGRESS | M10.9. | Recognizes and creates shapes that have symmetry

GOLD® Objectives for Development and Learning
• 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 |
| INDICATORS OF PROGRESS | M10.10. | Shows awareness that an object needs to be rotated, flipped, or turned before trying to fit the object into a hole or puzzle

GOLD® Objectives for Development and Learning
• 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 |
CONTENT STANDARD / DOMAIN	M.	Mathematics (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Geometry and Spatial Thinking
INDICATORS OF PROGRESS / STRAND	M11.	Location, spatial relationships and landmark use: The child recognizes where a person or object is in relation to other people of objects

INDICATORS OF PROGRESS	M11.6.	Recognizes and describes position of objects in space with greater accuracy *GOLD*® Objectives for Development and Learning • Objective **21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** Objective **21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance**
INDICATORS OF PROGRESS	M11.7.	Draws a simple map *GOLD*® Objectives for Development and Learning • Objective **21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** Objective **21a.8 Uses and makes simple sketches, models, or pictorial maps to locate objects**
INDICATORS OF PROGRESS	M11.8.	Matches 2 dimensional (2D) map with surrounding 3 dimensional (3D) layout Include this: (involves transformation, scale, dimension, and orientation distance) *GOLD*® Objectives for Development and Learning • Objective **21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** Objective **21a.8 Uses and makes simple sketches, models, or pictorial maps to locate objects**
CONTENT STANDARD / DOMAIN	**M.**	**Mathematics (4-5 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Data Analysis**
INDICATORS OF PROGRESS / STRAND	**M12.**	**Sorting: The child recognizes that objects can be sorted by attributes**
INDICATORS OF PROGRESS	M12.7.	Describes the attribute used for sorting or comparing *GOLD*® Objectives for Development and Learning • 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**
INDICATORS OF PROGRESS	M12.8.	While sorting, can make a shift to change the attribute being used to sort and describe the new sorting attribute *GOLD*® Objectives for Development and Learning • Objective **13 Uses classification skills** Objective **13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason**

INDICATORS OF PROGRESS	M13.3.	Participates as group member in the collection of data that is put on a chart or graph *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures c. Represents and analyzes data** Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
CONTENT STANDARD / DOMAIN	**M.**	**Mathematics (4-5 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Data Analysis**
INDICATORS OF PROGRESS / STRAND	**M13.**	**Collects, classifies, and organizes information: The child collects, classifies and organizes data based on distinguishing characteristics.**
INDICATORS OF PROGRESS	M13.4.	**Sorts information by one or more attribute** *GOLD*® **Objectives for Development and Learning** • Objective **22 Compares and measures c. Represents and analyzes data** Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
INDICATORS OF PROGRESS	M13.5.	**Independently collects data to put on a chart or graph** *GOLD*® **Objectives for Development and Learning** • Objective **22 Compares and measures c. Represents and analyzes data** Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
CONTENT STANDARD / DOMAIN	**M.**	**Mathematics (4-5 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Data Analysis**
INDICATORS OF PROGRESS / STRAND	**M14.**	**Describes data: The child can describe data by using data sets to solve problems or asking questions.**
INDICATORS OF PROGRESS	M14.3.	**Uses language to compare data M14.4 Uses data to answer questions and solve problems M14.5 Discusses, compares and makes sense of collected data** *GOLD*® **Objectives for Development and Learning** • Objective **22 Compares and measures c. Represents and analyzes data** Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
CONTENT STANDARD / DOMAIN	**P.**	**Physical and Movement (4-5 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Gross Motor**
INDICATORS OF PROGRESS / STRAND	**P3.**	**Locomotion: Childs moves their body through space from one place to another**

INDICATORS OF PROGRESS	P3.21.	**Walks on a wide (12>) slightly raised pathway** *GOLD®* **Objectives for Development and Learning** • **Objective 5 Demonstrates balancing skills** **Objective 5.8 Sustains balance during complex movement experiences**
INDICATORS OF PROGRESS	P3.22.	**Walks up and down stairs holding handrail** *GOLD®* **Objectives for Development and Learning** • **Objective 4 Demonstrates traveling skills** **Objective 4.6 Moves purposefully from place to place with control**
INDICATORS OF PROGRESS	P3.23.	**Jumps off variable heights using a one-foot lead or with two feet** *GOLD®* **Objectives for Development and Learning** • **Objective 5 Demonstrates balancing skills** **Objective 5.8 Sustains balance during complex movement experiences**
INDICATORS OF PROGRESS	P3.24.	**Gallops freely or in a game (one foot and a step-hop, other foot and a step- hop)** *GOLD®* **Objectives for Development and Learning** • **Objective 4 Demonstrates traveling skills** **Objective 4.6 Moves purposefully from place to place with control**
INDICATORS OF PROGRESS	P3.25.	**Moves many times through an obstacle course: over, under and around** *GOLD®* **Objectives for Development and Learning** • **Objective 4 Demonstrates traveling skills** **Objective 4.6 Moves purposefully from place to place with control**
CONTENT STANDARD / DOMAIN	**P.**	**Physical and Movement (4-5 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Gross Motor**
INDICATORS OF PROGRESS / STRAND	**P4.**	**Object control: Child can manipulate objects to propel or receive**
INDICATORS OF PROGRESS	P4.11.	**Kicks playground ball or small soccer ball to a close wide target** *GOLD®* **Objectives for Development and Learning** • **Objective 6 Demonstrates gross-motor manipulative skills** **Objective 6.8 Manipulates balls or similar objects with a full range of motion**
INDICATORS OF PROGRESS	P4.12.	**Throws a small ball with some accuracy to a target or person** *GOLD®* **Objectives for Development and Learning** • **Objective 6 Demonstrates gross-motor manipulative skills** **Objective 6.8 Manipulates balls or similar objects with a full range of motion**

INDICATORS OF PROGRESS	P4.13.	Catches a large or mediumsized ball using two hands GOLD® Objectives for Development and Learning • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.8 Manipulates balls or similar objects with a full range of motion
INDICATORS OF PROGRESS	P4.14.	Bounces and catches a playground ball a few times using two hands GOLD® Objectives for Development and Learning • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.8 Manipulates balls or similar objects with a full range of motion
INDICATORS OF PROGRESS	P4.15.	Attempts to pump legs to swing on swing GOLD® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
CONTENT STANDARD / DOMAIN	P.	Physical and Movement (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fine Motor
INDICATORS OF PROGRESS / STRAND	P5.	Dexterity: Child can coordinate and control movement of hands and fingers to grasp and manipulate objects
INDICATORS OF PROGRESS	P5.15.	Grasps puzzle piece and can place 5-7 pieces in the puzzle GOLD® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements
INDICATORS OF PROGRESS	P5.16.	Draws letters and/or part of name with some reversals GOLD® Objectives for Development and Learning • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.10 Writes partially accurate first name
INDICATORS OF PROGRESS	P5.17.	Draws stick people and some objects GOLD® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
CONTENT STANDARD / DOMAIN	P.	Physical and Movement (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fine Motor

INDICATORS OF PROGRESS / STRAND	P6.	Self Care: Child participates in daily care routines for feeding, dressing and personal hygiene
INDICATORS OF PROGRESS	P6.14.	**Dresses with near independence** *GOLD®* Objectives for Development and Learning • Objective **7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.8 Uses small, precise finger and hand movements**
INDICATORS OF PROGRESS	P6.15.	**Puts shoes on the correct feet. May need help with ties and fasteners** *GOLD®* Objectives for Development and Learning • Objective **7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.8 Uses small, precise finger and hand movements**
INDICATORS OF PROGRESS	P6.16.	**Puts boots on correct feet and takes boots off. May need help with ties and fasteners** *GOLD®* Objectives for Development and Learning • Objective **7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.8 Uses small, precise finger and hand movements**
INDICATORS OF PROGRESS	P6.17.	**Puts coat on and takes off** *GOLD®* Objectives for Development and Learning • Objective **7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.8 Uses small, precise finger and hand movements**
INDICATORS OF PROGRESS	P6.18.	**Uses the bathroom independently** *GOLD®* Objectives for Development and Learning • Objective **7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.8 Uses small, precise finger and hand movements**
CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Discover
INDICATORS OF PROGRESS / STRAND	ST1.	Observe and question: Child demonstrates awareness and engagement with phenomena, materials, and environment
INDICATORS OF PROGRESS	ST1.7.	**Verbally identifies obvious differences and similarities** *GOLD®* Objectives for Development and Learning • Objective **24 Uses scientific inquiry skills**

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INDICATORS OF PROGRESS	ST1.8.	Expresses curiosity and/or formulates questions of complex concepts *GOLD*® Objectives for Development and Learning • Objective **24 Uses scientific inquiry skills**
CONTENT STANDARD / DOMAIN	**ST.**	**Scientific Thinking (4-5 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Discover**
INDICATORS OF PROGRESS / STRAND	**ST2.**	**Investigate: Child actively shows wonder by demonstrating curiosity of self, others and surroundings**
INDICATORS OF PROGRESS	ST2.10.	Starts with a useful, general approach to investigation even if details may be lacking *GOLD*® Objectives for Development and Learning • Objective **24 Uses scientific inquiry skills**
INDICATORS OF PROGRESS	ST2.11.	Uses discernment to inform exploration *GOLD*® Objectives for Development and Learning • Objective **24 Uses scientific inquiry skills**
CONTENT STANDARD / DOMAIN	**ST.**	**Scientific Thinking (4-5 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Act**
INDICATORS OF PROGRESS / STRAND	**ST3.**	**Experiment: Child develops and completes a process based on a question, interest or anticipated outcome, adjusting as needed.**
INDICATORS OF PROGRESS	ST3.14.	Makes a plan in advance with an intended outcome *GOLD*® Objectives for Development and Learning • Objective **24 Uses scientific inquiry skills**
INDICATORS OF PROGRESS	ST3.15.	Demonstrates awareness that different circumstances, materials and variables impact strategies and outcomes *GOLD*® Objectives for Development and Learning • Objective **24 Uses scientific inquiry skills**
INDICATORS OF PROGRESS	ST3.16.	Makes a prediction when prompted *GOLD*® Objectives for Development and Learning • Objective **24 Uses scientific inquiry skills**
INDICATORS OF PROGRESS	ST3.17.	Changes a plan or refines actions when outcome is not as expected *GOLD*® Objectives for Development and Learning • Objective **24 Uses scientific inquiry skills**
CONTENT STANDARD / DOMAIN	**ST.**	**Scientific Thinking (4-5 Years)**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Act
INDICATORS OF PROGRESS / STRAND	ST4.	Evaluate: Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions
INDICATORS OF PROGRESS	ST4.10.	Offers critique of an experience based on examination of outcomes *GOLD®* **Objectives for Development and Learning** • Objective **24 Uses scientific inquiry skills**
INDICATORS OF PROGRESS	ST4.11.	Sees outcomes as the result of one's behavior or actions *GOLD®* **Objectives for Development and Learning** • Objective **24 Uses scientific inquiry skills**
INDICATORS OF PROGRESS	ST4.12.	Reflects upon evidence and draws reasonable conclusions using data gathered *GOLD®* **Objectives for Development and Learning** • Objective **24 Uses scientific inquiry skills**
CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integrate
INDICATORS OF PROGRESS / STRAND	ST5.	Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others
INDICATORS OF PROGRESS	ST5.13.	Retells/describes own actions in process of experimenting *GOLD®* **Objectives for Development and Learning** • Objective **24 Uses scientific inquiry skills**
INDICATORS OF PROGRESS	ST5.14.	Talks with others about questions, actions, ideas, observations or results *GOLD®* **Objectives for Development and Learning** • Objective 24 Uses scientific inquiry skills
INDICATORS OF PROGRESS	ST5.15.	Articulates and shares aloud explanations based on reasoning and evidence *GOLD®* **Objectives for Development and Learning** • Objective **24 Uses scientific inquiry skills**
INDICATORS OF PROGRESS	ST5.16.	Uses more detailed drawing, writing, models, or creative expressions to present ideas *GOLD®* **Objectives for Development and Learning** • Objective **24 Uses scientific inquiry skills**
CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integrate

INDICATORS OF PROGRESS / STRAND	ST6.	Apply: Child leverages and uses knowledge unprompted or in a new situation.
INDICATORS OF PROGRESS	ST6.8.	Compares findings to predictions or expected results *GOLD*® Objectives for Development and Learning • Objective **24 Uses scientific inquiry skills**
INDICATORS OF PROGRESS	ST6.9.	Identify what to look for, measure, or test to answer questions *GOLD*® Objectives for Development and Learning • Objective **24 Uses scientific inquiry skills**
INDICATORS OF PROGRESS	ST6.10.	Develops and applies rules *GOLD*® Objectives for Development and Learning • Objective **24 Uses scientific inquiry skills**
INDICATORS OF PROGRESS	ST6.11.	Determines approach to situation, problem or challenge based on previous experience *GOLD*® Objectives for Development and Learning • Objective **24 Uses scientific inquiry skills**
CONTENT STANDARD / DOMAIN	SE.	Social Emotional (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Self and Emotional Awareness
INDICATORS OF PROGRESS / STRAND	SE1.	Confidence: Child demonstrates confidence "I am capable, I can experiment, I can make mistakes, and I can move on"
INDICATORS OF PROGRESS	S1.10.	Demonstrates increasing confidence and inclination to express opinions and ideas *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.8 Takes responsibility for own well-being**
INDICATORS OF PROGRESS	S1.11.	Engages in increasingly independent and self-directed activities *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.8 Takes responsibility for own well-being**
INDICATORS OF PROGRESS	S1.12.	Tolerates constructive criticism and manages setbacks, seeking adult support when needed *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

		Objective 1c.8 Takes responsibility for own well-being
CONTENT STANDARD / DOMAIN	**SE.**	**Social Emotional (4-5 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Self and Emotional Awareness**
INDICATORS OF PROGRESS / STRAND	**S2.**	**SelfAwareness: Child demonstrates understanding and appreciation of uniqueness in own family, community, culture, and the world**
INDICATORS OF PROGRESS	**S2.6.**	**Shows increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities** _GOLD®_ **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.8 Takes responsibility for own well-being
CONTENT STANDARD / DOMAIN	**SE.**	**Social Emotional (4-5 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Self and Emotional Awareness**
INDICATORS OF PROGRESS / STRAND	**S3.**	**Emotions: Child demonstrates understanding of own emotions, others' emotions, and awareness of emotions becoming reactions and behaviors**
INDICATORS OF PROGRESS	**S3.9.**	**Demonstrates or describes increasing understanding of cause and effect around own emotional reactions** _GOLD®_ **Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective **1a.6 Is able to look at a situation differently or delay gratification**
INDICATORS OF PROGRESS	**S3.10.**	**Exhibits growing ability to understand and anticipate others' emotional reactions to situations or behaviors** _GOLD®_ **Objectives for Development and Learning** • 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
CONTENT STANDARD / DOMAIN	**SE.**	**Social Emotional (4-5 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Self-Management**
INDICATORS OF PROGRESS / STRAND	**S4.**	**Managing thinking: Child manages attention and thoughts**
INDICATORS OF PROGRESS	**S4.12.**	**Sustains attention and persistence with a task of interest for at least 5 minutes** _GOLD_ **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most**

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		distractions and interruptions
INDICATORS OF PROGRESS	S4.13.	**Talks through simple tasks and conflicts, seeking adult support as needed** *GOLD*® Objectives for Development and Learning • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems
CONTENT STANDARD / DOMAIN	**SE.**	**Social Emotional (4-5 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Self-Management**
INDICATORS OF PROGRESS / STRAND	**S5.**	**Managing emotions and behaviors: Child manages emotions, impulses, and behaviors with assistance from others and independently**
INDICATORS OF PROGRESS	S5.21.	**Increasingly expresses feelings, needs, opinions and desires verbally** *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
INDICATORS OF PROGRESS	S5.22.	**Shows increasing understanding of changing expectations for behavior and emotional expression in different settings (e.g., home, school, grocery store)** *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
INDICATORS OF PROGRESS	S5.23.	**Shows increasing ability to manage challenging feelings and behaviors, with necessary reminders or assistance** *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
INDICATORS OF PROGRESS	S5.24.	**Shows increasing ability to stop and think before acting** *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
CONTENT STANDARD / DOMAIN	**SE.**	**Social Emotional (4-5 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Social Understanding and Relationships**
INDICATORS OF PROGRESS / STRAND	**S6.**	**Social responsiveness: Child notices and responds to others and their emotions**

INDICATORS OF PROGRESS	S6.9.	Appropriately labels increasingly complex emotions in others (e.g., pride, embarrassment, jealousy) *GOLD*® Objectives for Development and Learning • 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
INDICATORS OF PROGRESS	S6.10.	Responds appropriately to others' emotions *GOLD*® Objectives for Development and Learning • 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
INDICATORS OF PROGRESS	S6.11.	Shows increasing understanding and appreciation of the perspectives of peers *GOLD*® Objectives for Development and Learning • 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
CONTENT STANDARD / DOMAIN	SE.	Social Emotional (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Social Understanding and Relationships
INDICATORS OF PROGRESS / STRAND	S7.	Building relationships: Child establishes and sustains relationships with others
INDICATORS OF PROGRESS	S7.9.	Builds friendships through play, learning activities and conversation with peers *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while
INDICATORS OF PROGRESS	S7.10.	Uses trusted adults for support in diverse settings (e.g., classroom, outside) when in need of assistance. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
CONTENT STANDARD / DOMAIN	SE.	Social Emotional (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Social Understanding and Relationships
INDICATORS OF PROGRESS /	S8.	Social skills: Child responds to and interact with others in a meaningful way

STRAND		
INDICATORS OF PROGRESS	S8.11.	**Shows increasing ability to initiate and engage in positive interactions with peers and adults** *GOLD*® **Objectives for Development and Learning** • 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**
INDICATORS OF PROGRESS	S8.12.	**Solves problems with others most of the time, appropriately using support of adults and peers as needed** *GOLD*® **Objectives for Development and Learning** • Objective **3 Participates cooperatively and constructively in group situations b. Solves social problems** **Objective 3b.6 Suggest solutions to social problems**
CONTENT STANDARD / DOMAIN	SS.	**Social Systems (4-5 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Community, People and Relationships**
INDICATORS OF PROGRESS / STRAND	SS1.	**Self-identity in the community: Understands the different ways people form their identity**
INDICATORS OF PROGRESS	SS1.8.	**Identifies self as a part of the family, spiritual group, culture, community, and/or other group to which the family belongs.** *GOLD*® **Objectives for Development and Learning** • Objective **29 Demonstrates knowledge about self**
INDICATORS OF PROGRESS	SS1.9.	**Demonstrates an understanding that families vary** *GOLD*® **Objectives for Development and Learning** • Objective **30 Shows basic understanding of people and how they live**
INDICATORS OF PROGRESS	SS1.10.	**Identifies some family traditions and customs** *GOLD*® **Objectives for Development and Learning** • Objective **29 Demonstrates knowledge about self**
CONTENT STANDARD / DOMAIN	SS.	**Social Systems (4-5 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Community, People and Relationships**
INDICATORS OF PROGRESS / STRAND	SS2.	**Civics: Child understands what it means to be a member of a community**
INDICATORS OF PROGRESS	SS2.8.	**Practices the ways groups make choices and decisions with support** *GOLD*® **Objectives for Development and Learning**

		• Objective **30** Shows basic understanding of people and how they live
INDICATORS OF PROGRESS	SS2.9.	Demonstrates an understanding of rules and why they are important *GOLD*® Objectives for Development and Learning • Objective **30** Shows basic understanding of people and how they live
INDICATORS OF PROGRESS	SS2.10.	Participates in a variety of roles in the early childhood environment *GOLD*® Objectives for Development and Learning • Objective **30** Shows basic understanding of people and how they live
INDICATORS OF PROGRESS	SS2.11.	Demonstrates awareness of familiar jobs and what's needed to perform them *GOLD*® Objectives for Development and Learning • Objective **30** Shows basic understanding of people and how they live
CONTENT STANDARD / DOMAIN	**SS.**	**Social Systems (4-5 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Change over Time**
INDICATORS OF PROGRESS / STRAND	**SS3.**	**Personal history: Child explores the concepts of past, present and future in relation to personally significant events**
INDICATORS OF PROGRESS	S3.10 .	Uses language to recall and anticipate events in time with increasing understanding and accuracy *GOLD*® Objectives for Development and Learning • Objective **31** Explores change related to familiar people or places
INDICATORS OF PROGRESS	S3.11.	Compares self to older and younger family members and friends with specific examples *GOLD*® Objectives for Development and Learning • Objective **31** Explores change related to familiar people or places
INDICATORS OF PROGRESS	S3.12.	Describes a chronological order in a series of familiar events *GOLD*® Objectives for Development and Learning • Objective 31 Explores change related to familiar people or places
INDICATORS OF PROGRESS	S3.13.	Reflects on the impact of past, present and some future events on self and family *GOLD*® Objectives for Development and Learning • Objective 31 Explores change related to familiar people or places
CONTENT STANDARD / DOMAIN	**SS.**	**Social Systems (4-5 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Change over Time**
INDICATORS OF PROGRESS / STRAND	**SS4.**	**Family narratives and traditions: Child has an awareness and appreciation of family and cultural stories and traditions**

INDICATORS OF PROGRESS	SS4.4.	Asks more questions about families and culture to build deeper understanding *GOLD®* Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
INDICATORS OF PROGRESS	SS4.5.	Compares own cultural traditions with others to understand similarities and differences *GOLD®* Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
CONTENT STANDARD / DOMAIN	SS.	Social Systems (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Environment
INDICATORS OF PROGRESS / STRAND	SS5.	Conservation: Understands that some environmental resources are limited.
INDICATORS OF PROGRESS	SS5.5.	With support, participates in community conservation activities (playground clean up, etc.) *GOLD®* Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth's environment
CONTENT STANDARD / DOMAIN	SS.	Social Systems (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Environment
INDICATORS OF PROGRESS / STRAND	SS6.	Physical characteristics of community: Child can identify important physical features in their environment
INDICATORS OF PROGRESS	SS6.4.	Begins to use geographical language to identify features of familiar environments (hills, rivers, etc.) *GOLD®* Objectives for Development and Learning • Objective 32 Demonstrates simple geographic knowledge
INDICATORS OF PROGRESS	SS6.5.	Uses tools to represent immediate environment *GOLD®* Objectives for Development and Learning • Objective 32 Demonstrates simple geographic knowledge
CONTENT STANDARD / DOMAIN	SS.	Social Systems (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Economics
INDICATORS OF PROGRESS / STRAND	SS7.	Economic reasoning: Child begins to understand basic economic principles

INDICATORS OF PROGRESS	SS7.7.	Negotiates and shares with other children during play _GOLD®_ Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations b. Solves social problems** Objective 3b.6 Suggest solutions to social problems
INDICATORS OF PROGRESS	SS7.8.	Begins to label individual needs and wants with support _GOLD®_ Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.8 Takes responsibility for own well-being
INDICATORS OF PROGRESS	SS7.9.	Identifies goods and services that could meet a specific need or want _GOLD®_ Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
CONTENT STANDARD / DOMAIN	SS.	Social Systems (4-5 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Economics
INDICATORS OF PROGRESS / STRAND	SS8.	Digital citizenship: The ability to choose and use some digital technology appropriately (Follow all best practices and safety protocol for children using digital technology)
INDICATORS OF PROGRESS	SS8.2.	Knows when, how and why to use a variety of tools to for learning, including digital technology _GOLD®_ Objectives for Development and Learning • Objective **28 Uses tools and other technology to perform tasks**
INDICATORS OF PROGRESS	SS8.3.	With support, engages in responsible use of all tools including digital technology _GOLD®_ Objectives for Development and Learning • Objective **28 Uses tools and other technology to perform tasks**

Minnesota Early Childhood Indicators of Progress

Ages birth to 12 months, adopted 2017

CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Initiative and Curiosity
INDICATORS OF PROGRESS / STRAND	AL1.	Inquisitiveness: Child explores the environment and seeks interaction with people and objects; willingly tries new things
INDICATORS OF PROGRESS	AL1.1.	Shows interest in the environment primarily through looking and listening *GOLD*® Objectives for Development and Learning Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATORS OF PROGRESS	AL1.2.	Responds to people by looking kicking legs, vocalizing, reaching *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.2 Pays attention to sights and sounds**
INDICATORS OF PROGRESS	AL1.3.	Demonstrates readiness for new experiences *GOLD*® Objectives for Development and Learning Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Initiative and Curiosity
INDICATORS OF PROGRESS / STRAND	AL2.	Wonderment: Child expresses interest in novelty
INDICATORS OF PROGRESS	AL2.1.	Vocalizes in response to a new person, toy or experience *GOLD*® Objectives for Development and Learning Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning
PERFORMANCE INDICATOR /		Attentiveness, Engagement and Persistence

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DOMAIN COMPONENT		
INDICATORS OF PROGRESS / STRAND	AL3.	Attending: Child focuses visual and auditory attention on relevant aspects of the environment
INDICATORS OF PROGRESS	AL3.1.	Recognizes primary caregiver and familiar objects by touch, sight, sound, smell *GOLD*® Objectives for Development and Learning Objective **12 Remembers and connects experiences a. Recognizes and recalls** Objective **12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen**
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Attentiveness, Engagement and Persistence
INDICATORS OF PROGRESS / STRAND	AL4.	Self-direction: Child makes choices based upon own interests
INDICATORS OF PROGRESS	AL4.1.	Shows preference for people, objects, and food *GOLD*® Objectives for Development and Learning Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** Objective **2a.2 Demonstrates a secure attachment to one or more adults**
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Attentiveness, Engagement and Persistence
INDICATORS OF PROGRESS / STRAND	AL5.	Diligence: Child is focused and productive
INDICATORS OF PROGRESS	AL5.1.	Repeats actions intentionally to achieve goals *GOLD*® Objectives for Development and Learning Objective **11 Demonstrates positive approaches to learning b. Persists** Objective **11b.2 Repeats actions to obtain similar results**
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Attentiveness, Engagement and Persistence
INDICATORS OF PROGRESS / STRAND	AL6.	Resilience: Child responds to challenge by adapting
INDICATORS OF PROGRESS	AL6.1.	Calms self when frustrated *GOLD*® Objectives for Development and Learning Objective **1 Regulates own emotions and behaviors a. Manages feelings** Objective **1a.2 Uses adult support to calm self**

CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Creativity
INDICATORS OF PROGRESS / STRAND	AL7.	Immersion: Child becomes absorbed in the process of exploration
INDICATORS OF PROGRESS	AL7.1.	Looks and listens with intensity *GOLD*® Objectives for Development and Learning Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.2 Pays attention to sights and sounds**
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Creativity
INDICATORS OF PROGRESS / STRAND	AL8.	Playfulness: Child demonstrates a sense of humor and imagination in their play
INDICATORS OF PROGRESS	AL8.1.	Smile, coos and laughs *GOLD*® Objectives for Development and Learning Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.2 Vocalizes and gestures to communicate**
INDICATORS OF PROGRESS	AL8.2.	Begins to be playful with familiar people and objects *GOLD*® Objectives for Development and Learning Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.2 Vocalizes and gestures to communicate**
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Creativity
INDICATORS OF PROGRESS / STRAND	AL9.	Production: Child expresses ideas, thoughts and opinions and creates products that are unexpected, original and relevant
INDICATORS OF PROGRESS	AL9.1.	Shows excitement and pleasure at making something happen (activates mobile by kicking foot, drops toy and hears a "bang") *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning b. Persists** Objective **11b.2 Repeats actions to obtain similar results**
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning
PERFORMANCE INDICATOR /		Processing and Utilizing Information

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DOMAIN COMPONENT		
INDICATORS OF PROGRESS / STRAND	AL10.	Working Memory: Child stores and retrieves information in order to use it purposefully
INDICATORS OF PROGRESS	AL10.1.	Demonstrates understanding of object permanence *GOLD*® Objectives for Development and Learning Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Processing and Utilizing Information
INDICATORS OF PROGRESS / STRAND	AL11.	Symbolic Representation: Child uses sounds, actions, objects and materials (paint, clay, blocks, etc.) to express their ideas and understanding as well as to make new connections
INDICATORS OF PROGRESS	AL11.1.	Imitates actions or makes a sound to represent or stand for an object or event ("Arf" for dog) *GOLD*® Objectives for Development and Learning Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Processing and Utilizing Information
INDICATORS OF PROGRESS / STRAND	AL12.	Cognitive Flexibility/ Reasoning: Child considers more than one possible outcome to a problem or situation; begins to create theories for why things happen; can recognize how one thing relates to or affects another thing
INDICATORS OF PROGRESS	AL12.1.	Recognizes their actions can cause a specific response *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Processing and Utilizing Information
INDICATORS OF PROGRESS / STRAND	AL13.	Problem Solving: Child seeks and finds solutions to problems
INDICATORS OF PROGRESS	AL13.1.	Notices and pays attention to things that seem amiss

		GOLD® Objectives for Development and Learning **Objective 11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal**
CONTENT STANDARD / DOMAIN	**AL.**	**Approaches to Learning (0-1 Year)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Exploring the Arts**
INDICATORS OF PROGRESS / STRAND	**A1.**	**Child shows an interest in learning about different artistic experiences**
INDICATORS OF PROGRESS	**A1.1.**	**Actively explores their environment (through song, music, movement etc.) to enrich their senses** **GOLD® Objectives for Development and Learning** **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
CONTENT STANDARD / DOMAIN	**AL.**	**Approaches to Learning (0-1 Year)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Exploring the Arts**
INDICATORS OF PROGRESS / STRAND	**A2.**	**Child can distinguish differences within each area of artistic expression**
INDICATORS OF PROGRESS	**A2.1.**	**Notices differences** **GOLD® Objectives for Development and Learning** **Objective 11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.2 Pays attention to sights and sounds**
CONTENT STANDARD / DOMAIN	**AL.**	**Approaches to Learning (0-1 Year)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Using the Arts to Express Ideas and Emotions**
INDICATORS OF PROGRESS / STRAND	**A3.**	**Child demonstrates interest and emotions in artistic expression**
INDICATORS OF PROGRESS	**A3.1.**	**Responds to music by vocalizing, moving body, smiling or frowning at pictures, colors, shapes, etc.** **GOLD® Objectives for Development and Learning** **Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.2 Vocalizes and gestures to communicate**
CONTENT STANDARD / DOMAIN	**AL.**	**Approaches to Learning (0-1 Year)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Using the Arts to Express Ideas and Emotions**

INDICATORS OF PROGRESS / STRAND	A4.	Child understands patterns in artistic media
INDICATORS OF PROGRESS	A4.1.	Imitates sounds, motions and gestures *GOLD*® **Objectives for Development and Learning** Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning (0-1 Year)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Self-Expression in the Arts
INDICATORS OF PROGRESS / STRAND	A5.	Child uses art for self-expression
INDICATORS OF PROGRESS	A5.1.	Expresses emotions when exposed to the arts *GOLD*® **Objectives for Development and Learning** Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (Birth to 6 Months)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening and Understanding; Receptive Language
INDICATORS OF PROGRESS / STRAND	L1.	Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)
INDICATORS OF PROGRESS	L1.1.	Turns toward and focuses on nearby adult caregiver who is speaking *GOLD*® **Objectives for Development and Learning** Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective 8a.2 Shows an interest in the speech of others
INDICATORS OF PROGRESS	L1.2.	Watches caregiver actions and gestures *GOLD*® **Objectives for Development and Learning** Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective 8a.2 Shows an interest in the speech of others
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (Birth to 6 Months)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Communicating and Speaking; Expressive Language
INDICATORS OF PROGRESS / STRAND	L2.	Social Conversation: Child meaningfully engages in talk with others to express feelings, wants and ideas

INDICATORS OF PROGRESS	L2.1.	Coos and gurgles, babbles, and imitates facial expressions to caregivers *GOLD*® Objectives for Development and Learning 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**
INDICATORS OF PROGRESS	L2.2.	Begins a conversation through body movements *GOLD*® Objectives for Development and Learning 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**
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (Birth to 6 Months)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Communicating and Speaking; Expressive Language
INDICATORS OF PROGRESS / STRAND	L3.	Vocabulary: and syntax: Child understands word order and grammatical rules
INDICATORS OF PROGRESS	L3.1.	Imitates and repeats pitch and duration of caregiver sounds *GOLD*® Objectives for Development and Learning 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**
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (Birth to 6 Months)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Emergent Reading
INDICATORS OF PROGRESS / STRAND	L4.	Motivation, engagement: Child has an interest in and sustained attention for literacy acts
INDICATORS OF PROGRESS	L4.1.	Likes to be read to and shown pictures *GOLD*® Objectives for Development and Learning Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** Objective **17a.2 Shows interest in books**
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (Birth to 6 Months)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Emergent Reading
INDICATORS OF PROGRESS / STRAND	L5.	Phonological awareness: Child is able to hear and understand the discrete sounds that make up language

INDICATORS OF PROGRESS	L5.1.	Looks at caregiver's lips and face when caregiver is speaking *GOLD*® Objectives for Development and Learning Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective **8a.2 Shows an interest in the speech of others**
INDICATORS OF PROGRESS	L5.2.	Pays attention to sounds in the environment and the spoken language from caregivers *GOLD*® Objectives for Development and Learning Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.2 Pays attention to sights and sounds**
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (Birth to 6 Months)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Emergent Reading
INDICATORS OF PROGRESS / STRAND	L6.	Letter recognition: Child recognizes the shapes of letters and recalls the names of letters
INDICATORS OF PROGRESS	L6.1.	Recognizes familiar faces *GOLD*® Objectives for Development and Learning 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**
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (Birth to 6 Months)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Emergent Reading
INDICATORS OF PROGRESS / STRAND	L7.	Concepts of print: Child understands the fundamentals of print, such as orientation, organization, and features of print
INDICATORS OF PROGRESS	L7.1.	Explores books by grasping and bringing to mouth to suck and chew *GOLD*® Objectives for Development and Learning Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** Objective **17a.2 Shows interest in books**
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (Birth to 6 Months)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	L9.	Writing conventions: Child understands the forms and function of written language

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INDICATORS OF PROGRESS	L9.1.	Grasps and squeezes a toy or object **GOLD® Objectives for Development and Learning** Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
INDICATORS OF PROGRESS	L9.2.	Uses hands or feet to make a connection with objects or people **GOLD® Objectives for Development and Learning** • Objective **6 Demonstrates gross-motor manipulative skills** Objective 6.2 Reaches, grasps, and releases objects
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (6-15 Months)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening and Understanding; Receptive Language
INDICATORS OF PROGRESS / STRAND	L1.	Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)
INDICATORS OF PROGRESS	L1.3.	Responds to nonverbal and verbal cues **GOLD® Objectives for Development and Learning** Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective 8a.2 Shows an interest in the speech of others
INDICATORS OF PROGRESS	L1.4.	Responds to conversation, questions, and requests **GOLD® Objectives for Development and Learning** Objective 10 Uses appropriate conversational and other communication skills a. Engages in 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice
INDICATORS OF PROGRESS	L1.5.	Responds to an object or action label such as ball or eat **GOLD® Objectives for Development and Learning** Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective 8a.2 Shows an interest in the speech of others
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (6-15 Months)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Communicating and Speaking; Expressive Language
INDICATORS OF PROGRESS / STRAND	L2.	Social Conversation: Child meaningfully engages in talk with others to express feelings, wants and ideas

INDICATORS OF PROGRESS	L2.3.	Uses sounds, gestures, or actions to communicate and express needs and wants *GOLD®* Objectives for Development and Learning Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
INDICATORS OF PROGRESS	L2.4.	Makes different sounds in response to objects, people, or activities *GOLD®* Objectives for Development and Learning Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (6-15 Months)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Communicating and Speaking; Expressive Language
INDICATORS OF PROGRESS / STRAND	L3.	Vocabulary: and syntax: Child understands word order and grammatical rules
INDICATORS OF PROGRESS	L3.2.	Uses a few words or word approximations to represent concepts *GOLD®* Objectives for Development and Learning 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
INDICATORS OF PROGRESS	L3.3.	Names a few objects and people *GOLD®* Objectives for Development and Learning Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
INDICATORS OF PROGRESS	L3.4.	Imitates animal and other environmental sounds *GOLD®* Objectives for Development and Learning Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (6-15 Months)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Emergent Reading
INDICATORS OF PROGRESS / STRAND	L4.	Motivation, engagement: Child has an interest in and sustained attention for literacy acts

INDICATORS OF PROGRESS	L4.2.	Makes sounds while looking at text or images *GOLD*® Objectives for Development and Learning Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.2 Shows interest in books**
INDICATORS OF PROGRESS	L4.3.	Points to a few pictures in books and in response to adult questions *GOLD*® Objectives for Development and Learning Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.1 Emerging to 18a.2 Contributes particular language from the book at the appropriate time**
INDICATORS OF PROGRESS	L4.4.	Demonstrates interest and involvement with books and other print materials *GOLD*® Objectives for Development and Learning Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.2 Shows interest in books**
CONTENT STANDARD / DOMAIN	LLC.	**Language, Literacy and Communications: Cognitive (6-15 Months)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Emergent Reading**
INDICATORS OF PROGRESS / STRAND	L5.	**Phonological awareness: Child is able to hear and understand the discrete sounds that make up language**
INDICATORS OF PROGRESS	L5.3.	Shows interest in songs, rhymes, chants, and stories *GOLD*® Objectives for Development and Learning 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**
INDICATORS OF PROGRESS	L5.4.	Recognizes sounds used by speakers of child's home language *GOLD*® Objectives for Development and Learning Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective **15a.1 Emerging to 15a.2 Joins in rhyming songs and games** Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective **15b.1 Emerging to 15b.2 Sings songs and recites rhymes and refrains with**

		repeating initial sounds
CONTENT STANDARD / DOMAIN	**LLC.**	**Language, Literacy and Communications: Cognitive (6-15 Months)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Emergent Reading**
INDICATORS OF PROGRESS / STRAND	**L6.**	**Letter recognition: Child recognizes the shapes of letters and recalls the names of letters**
INDICATORS OF PROGRESS	**L6.2.**	**Shows interest in familiar photos, pictures, and drawings** *GOLD*® **Objectives for Development and Learning** **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**
CONTENT STANDARD / DOMAIN	**LLC.**	**Language, Literacy and Communications: Cognitive (6-15 Months)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Emergent Reading**
INDICATORS OF PROGRESS / STRAND	**L7.**	**Concepts of print: Child understands the fundamentals of print, such as orientation, organization, and features of print**
INDICATORS OF PROGRESS	**L7.2.**	**Attempts to hold board books with both hands** *GOLD*® **Objectives for Development and Learning** **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**
INDICATORS OF PROGRESS	**L7.3.**	**Turns pages of board books** *GOLD*® **Objectives for Development and Learning** **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**
CONTENT STANDARD / DOMAIN	**LLC.**	**Language, Literacy and Communications: Cognitive (Birth to 6 Months)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Emergent Reading**
INDICATORS OF PROGRESS / STRAND	**L8.**	**Comprehension of narrative text: Child understands the events and order of events in a story**
INDICATORS OF PROGRESS	**L8.1.**	**Pays attention to stories read out loud** *GOLD*® **Objectives for Development and Learning** **Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**

		Objective 17a.2 Shows interest in books
INDICATORS OF PROGRESS	L8.2.	Points to or gestures toward characters during reading *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.1 Emerging to 18a.2 Contributes particular language from the book at the appropriate time**
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (6-15 Months)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	L9.	Writing conventions: Child understands the forms and function of written language
INDICATORS OF PROGRESS	L9.3.	Coordinates eye and hand movements and has control over grasp *GOLD*® **Objectives for Development and Learning** Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
CONTENT STANDARD / DOMAIN	M.	Mathematics (0-1 Year)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Number Knowledge
INDICATORS OF PROGRESS / STRAND	M1.	Rote counting: The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity
INDICATORS OF PROGRESS	M1.1.	Releases one item to reach for another *GOLD*® **Objectives for Development and Learning** Objective 6 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects
INDICATORS OF PROGRESS	M1.2.	Uses body language to indicate a desire for more *GOLD*® **Objectives for Development and Learning** Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
CONTENT STANDARD / DOMAIN	M.	Mathematics (0-1 Year)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Number Knowledge
INDICATORS OF PROGRESS / STRAND	M5.	Comparing numbers and quantities: The child uses organizing strategies to know how many objects they have

INDICATORS OF PROGRESS	M5.1.	Grasps one object and reaches for another *GOLD*® Objectives for Development and Learning Objective 6 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects
CONTENT STANDARD / DOMAIN	M.	Mathematics (0-1 Year)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Patterns
INDICATORS OF PROGRESS / STRAND	M8.	Repeating patterns: The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity
INDICATORS OF PROGRESS	M8.1.	Anticipates familiar routines *GOLD*® Objectives for Development and Learning Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
CONTENT STANDARD / DOMAIN	M.	Mathematics (0-1 Year)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Geometry and Spatial Thinking
INDICATORS OF PROGRESS / STRAND	M10.	Transformations and symmetry: The child can locate and manipulate shapes in space
INDICATORS OF PROGRESS	M10.1.	Attends and responds to moving objects and sounds, relative to themselves *GOLD*® Objectives for Development and Learning Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
CONTENT STANDARD / DOMAIN	M.	Mathematics (0-1 Year)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Geometry and Spatial Thinking
INDICATORS OF PROGRESS / STRAND	M11.	Location, spatial relationships and landmark use: The child recognizes where a person or object is in relation to other people of objects
INDICATORS OF PROGRESS	M11.1.	Shows preference for familiar toys *GOLD*® Objectives for Development and Learning • 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
CONTENT STANDARD / DOMAIN	M.	Mathematics (0-1 Year)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Data Analysis
INDICATORS OF PROGRESS /	M12.	The child recognizes that objects can be sorted by attributes

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STRAND		
INDICATORS OF PROGRESS	**M12.1.**	**Recognizes differences among people and among different objects** _GOLD®_ **Objectives for Development and Learning** Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.2 Pays attention to sights and sounds**
CONTENT STANDARD / DOMAIN	**P.**	**Physical and Movement Development (0-1 Year)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Gross Motor**
INDICATORS OF PROGRESS / STRAND	**P1.**	**Early infancy - reflexive movements: Child moves involuntarily: not purposefully initiating movement**
INDICATORS OF PROGRESS	**P1.1.**	**Laying on back, kicks legs and waves arms** _GOLD®_ **Objectives for Development and Learning** Objective **4 Demonstrates traveling skills** Objective **4.1 Emerging to 4.2 Moves to explore immediate environment**
INDICATORS OF PROGRESS	**P1.2.**	**Laying on tummy, holds head up** _GOLD®_ **Objectives for Development and Learning** Objective **5 Demonstrates balancing skills** Objective **5.1 Emerging to 5.2 Balances while exploring immediate environment**
CONTENT STANDARD / DOMAIN	**P.**	**Physical and Movement Development (0-1 Year)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Gross Motor**
INDICATORS OF PROGRESS / STRAND	**P2.**	**Early infancy - movement in and out of position: Child moves voluntarily and purposefully**
INDICATORS OF PROGRESS	**P2.1.**	**Rolls over: tummy to back/back to tummy** _GOLD®_ **Objectives for Development and Learning** Objective **4 Demonstrates traveling skills** Objective **4.2 Moves to explore immediate environment**
INDICATORS OF PROGRESS	**P2.2.**	**Moves into/out of sitting** _GOLD®_ **Objectives for Development and Learning** Objective **5 Demonstrates balancing skills** Objective **5.2 Balances while exploring immediate environment**
CONTENT STANDARD / DOMAIN	**P.**	**Physical and Movement Development (0-1 Year)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Gross Motor**
INDICATORS OF PROGRESS /	**P3.**	**Locomotion: Childs moves their body through space from one place to another**

STRAND		
INDICATORS OF PROGRESS	P3.1.	Crawls by one of these methods: On tummy using arms/legs (tummy/commando) Two straight arms and one bent leg (3-point), Scoots instead of crawls: from a seated position by pushing forward with legs (bend & straighten)/arm assist *GOLD®* Objectives for Development and Learning Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
INDICATORS OF PROGRESS	P3.2.	Pulls to stand up against furniture *GOLD®* Objectives for Development and Learning Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
INDICATORS OF PROGRESS	P3.3.	Cruises along surfaces (e.g., low tables, chairs, shelves) *GOLD®* Objectives for Development and Learning Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
INDICATORS OF PROGRESS	P3.4.	Walks with assistance *GOLD®* Objectives for Development and Learning Objective 4 Demonstrates traveling skills Objective 4.3 Emerging to 4.4 Experiments with different ways of moving
CONTENT STANDARD / DOMAIN	P.	Physical and Movement Development (0-1 Year)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fine Motor
INDICATORS OF PROGRESS / STRAND	P5.	Dexterity: Child can coordinate and control movement of hands and fingers to grasp and manipulate objects
INDICATORS OF PROGRESS	P5.1.	Reaches for toy, grasps it and releases *GOLD®* Objectives for Development and Learning Objective 6 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects
INDICATORS OF PROGRESS	P5.2.	Grasps small food objects using finger and thumb *GOLD®* Objectives for Development and Learning Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
INDICATORS OF PROGRESS	P5.3.	Transfers object from one hand to other hand *GOLD®* Objectives for Development and Learning

		Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
CONTENT STANDARD / DOMAIN	**P.**	**Physical and Movement Development (0-1 Year)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Fine Motor**
INDICATORS OF PROGRESS / STRAND	**P6.**	**Self Care: Child participates in daily care routines for feeding, dressing and personal hygiene**
INDICATORS OF PROGRESS	**P6.1.**	**Assists with dressing by lifting leg, arm, etc.** *GOLD*® **Objectives for Development and Learning** • 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**
INDICATORS OF PROGRESS	**P6.2.**	**Feeds self with hands** *GOLD*® **Objectives for Development and Learning** **Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.2 Reaches for, touches, and holds objects purposefully**
INDICATORS OF PROGRESS	**P6.3.**	**Begins to drink from a cup** *GOLD*® **Objectives for Development and Learning** **Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.2 Reaches for, touches, and holds objects purposefully**
CONTENT STANDARD / DOMAIN	**ST.**	**Scientific Thinking (0-1 Year)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Discover**
INDICATORS OF PROGRESS / STRAND	**ST1.**	**Observe and question: Child demonstrates awareness and engagement with phenomena, materials, and environment**
INDICATORS OF PROGRESS	**ST1.1.**	**Observes and responds to external stimuli** *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.2 Pays attention to sights and sounds**
INDICATORS OF PROGRESS	**ST1.2.**	**Indicates surprise, curiosity, or hesitancy when presented with unfamiliar items, people, situations** *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.2 Pays attention to sights and sounds**
CONTENT STANDARD / DOMAIN	**ST.**	**Scientific Thinking (0-1 Year)**

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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Discover
INDICATORS OF PROGRESS / STRAND	ST2.	Investigate: Child actively shows wonder by demonstrating curiosity of self, others and surroundings
INDICATORS OF PROGRESS	ST2.1.	Explores people and objects using senses *GOLD*® Objectives for Development and Learning Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking (0-1 Year)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Act
INDICATORS OF PROGRESS / STRAND	ST3.	Experiment: Child develops and completes a process based on a question, interest or anticipated outcome, adjusting as needed.
INDICATORS OF PROGRESS	ST3.1.	Demonstrates recognition of familiar items, people, and situations *GOLD*® Objectives for Development and Learning 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
INDICATORS OF PROGRESS	ST3.2.	Persists in looking for missing object(s) *GOLD*® Objectives for Development and Learning • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking (0-1 Year)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Act
INDICATORS OF PROGRESS / STRAND	ST4.	Evaluate: Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions
INDICATORS OF PROGRESS	ST4.1.	Shows a preference for certain materials, people or situations *GOLD*® Objectives for Development and Learning • 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
INDICATORS OF PROGRESS	ST4.2.	Indicates surprise when outcome is not as expected *GOLD*® Objectives for Development and Learning

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		• **Objective 11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal**
CONTENT STANDARD / DOMAIN	**ST.**	**Scientific Thinking (0-1 Year)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Integrate**
INDICATORS OF PROGRESS / STRAND	**ST5.**	**Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others**
INDICATORS OF PROGRESS	**ST5.1.**	**Vocalizes in response to stimuli or individual needs** *GOLD®* **Objectives for Development and Learning** • **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**
INDICATORS OF PROGRESS	**ST5.2.**	**Seeks out/initiates interactions from others in service of own needs** *GOLD®* **Objectives for Development and Learning** • **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**
CONTENT STANDARD / DOMAIN	**ST.**	**Scientific Thinking (0-1 Year)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Integrate**
INDICATORS OF PROGRESS / STRAND	**ST6.**	**Apply: Child leverages and uses knowledge unprompted or in a new situation.**
INDICATORS OF PROGRESS	**ST6.1.**	**Finds comfort in familiar people and objects** *GOLD®* **Objectives for Development and Learning** **Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.2 Uses adult support to calm self**
CONTENT STANDARD / DOMAIN	**S.**	**Social and Emotional Development (0-1 Year)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Self and Emotional Awareness**
INDICATORS OF PROGRESS / STRAND	**S1.**	**Confidence: Child demonstrates confidence "I am capable, I can experiment, I can make mistakes, and I can move on"**
INDICATORS OF PROGRESS	**S1.1.**	**Independently prompts caregiver to meet basic needs** *GOLD®* **Objectives for Development and Learning** **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**

INDICATORS OF PROGRESS	S1.2.	Uses voice or body to show likes and dislikes *GOLD*® Objectives for Development and Learning 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
CONTENT STANDARD / DOMAIN	S.	Social and Emotional Development (0-1 Year)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Self and Emotional Awareness
INDICATORS OF PROGRESS / STRAND	S2.	Self-Awareness: Child demonstrates understanding and appreciation of uniqueness in own family, community, culture, and the world
INDICATORS OF PROGRESS	S2.1.	Explores the world and environment around self and how things work *GOLD*® Objectives for Development and Learning Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
CONTENT STANDARD / DOMAIN	S.	Social and Emotional Development (0-1 Year)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Self and Emotional Awareness
INDICATORS OF PROGRESS / STRAND	S3.	Emotions: Child demonstrates understanding of own emotions, others' emotions, and awareness of emotions becoming reactions and behaviors
INDICATORS OF PROGRESS	S3.1.	Expresses emotions through facial expressions, sounds, and gestures *GOLD*® Objectives for Development and Learning Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
INDICATORS OF PROGRESS	S3.2.	Notices and responds to emotions displayed by others *GOLD*® Objectives for Development and Learning Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
CONTENT STANDARD / DOMAIN	S.	Social and Emotional Development (0-1 Year)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Self-Management
INDICATORS OF PROGRESS / STRAND	S4.	Managing thinking: Child manages attention and thoughts
INDICATORS OF PROGRESS	S4.1.	Briefly pays attention to environmental stimuli *GOLD*® Objectives for Development and Learning

		Objective 11 Demonstrates positive approaches to learning a. Attends and engages **Objective 11a.2 Pays attention to sights and sounds**
INDICATORS OF PROGRESS	S4.2.	**Indicates a choice with physical or vocal response** *GOLD*® **Objectives for Development and Learning** • **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**
CONTENT STANDARD / DOMAIN	S.	**Social and Emotional Development (0-1 Year)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Self-Management**
INDICATORS OF PROGRESS / STRAND	S5.	**Managing emotions and behaviors: Child manages emotions, impulses, and behaviors with assistance from others and independently**
INDICATORS OF PROGRESS	S5.1.	**Uses simple behaviors, objects, or movements to comfort and calm self with caregiver assistance** *GOLD*® **Objectives for Development and Learning** **Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.2 Uses adult support to calm self**
INDICATORS OF PROGRESS	S5.2.	**Communicates needs or wants to adults using simple gestures, sign language, or sounds** *GOLD*® **Objectives for Development and Learning** **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**
INDICATORS OF PROGRESS	S5.3.	**Uses sounds, sign language, or gestures to gain adult help to alleviate discomfort or distress** *GOLD*® **Objectives for Development and Learning** **Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.2 Uses adult support to calm self**
INDICATORS OF PROGRESS	S5.4.	**Responds to adult efforts to calm or soothe** *GOLD*® **Objectives for Development and Learning** **Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.2 Uses adult support to calm self**
INDICATORS OF PROGRESS	S5.5.	**Uses behaviors, objects, or movements to comfort self** *GOLD*® **Objectives for Development and Learning** **Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.4 Comforts self by seeking out special object or person**

CONTENT STANDARD / DOMAIN	S.	Social and Emotional Development (0-1 Year)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Social Understanding and Relationships
INDICATORS OF PROGRESS / STRAND	S6.	Social responsiveness: Child notices and responds to others and their emotions
INDICATORS OF PROGRESS	S6.1.	Shows interest or reacts to others' emotions *GOLD*® **Objectives for Development and Learning** Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective **2b.2 Reacts to others' emotional expressions**
INDICATORS OF PROGRESS	S6.2.	Responds to others' emotional tone and actions *GOLD*® **Objectives for Development and Learning** Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective **2b.2 Reacts to others' emotional expressions**
CONTENT STANDARD / DOMAIN	S.	Social and Emotional Development (0-1 Year)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Social Understanding and Relationships
INDICATORS OF PROGRESS / STRAND	S7.	Building relationships: Child establishes and sustains relationships with others
INDICATORS OF PROGRESS	S7.1.	Shows a preference for a trusted adult *GOLD*® **Objectives for Development and Learning** Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
INDICATORS OF PROGRESS	S7.2.	Notices or responds to others *GOLD*® **Objectives for Development and Learning** Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions
CONTENT STANDARD / DOMAIN	S.	Social and Emotional Development (0-1 Year)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Social Understanding and Relationships
INDICATORS OF PROGRESS / STRAND	S8.	Social skills: Child responds to and interact with others in a meaningful way
INDICATORS OF PROGRESS	S8.1.	Notices others and chooses similar materials or copies actions

		GOLD® Objectives for Development and Learning Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
CONTENT STANDARD / DOMAIN	**S.**	**Social Systems: Cognitive (0-1 Year)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Community, People and Relationships**
INDICATORS OF PROGRESS / STRAND	**SS1.**	**Self-identity in the community: Understands the different ways people form their identity**
INDICATORS OF PROGRESS	**SS1.1.**	**Shows a preference for familiar adults** *GOLD*® **Objectives for Development and Learning** **Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.2 Demonstrates a secure attachment to one or more adults**
INDICATORS OF PROGRESS	**SS1.2.**	**Expresses feeling and emotions through gestures, facial expressions and sounds** *GOLD*® **Objectives for Development and Learning** **Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.2 Uses adult support to calm self**
CONTENT STANDARD / DOMAIN	**S.**	**Social Systems: Cognitive (0-1 Year)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Community, People and Relationships**
INDICATORS OF PROGRESS / STRAND	**SS2.**	**Civics: Child understands what it means to be a member of a community**
INDICATORS OF PROGRESS	**SS2.1.**	**Makes wants and needs known** *GOLD*® **Objectives for Development and Learning** **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**
INDICATORS OF PROGRESS	**SS2.2.**	**Shows interest in stories and songs** *GOLD*® **Objectives for Development and Learning** **Objective 11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.2 Pays attention to sights and sounds**
CONTENT STANDARD / DOMAIN	**S.**	**Social Systems: Cognitive (0-1 Year)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Community, People and Relationships**
INDICATORS OF PROGRESS / STRAND	**SS3.**	**Personal history: Child explores the concepts of past, present and future in relation to personally significant events**

INDICATORS OF PROGRESS	SS3.1.	Participates in physical care routines *GOLD*® Objectives for Development and Learning 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**
CONTENT STANDARD / DOMAIN	S.	Social Systems: Cognitive (0-1 Year)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Community, People and Relationships
INDICATORS OF PROGRESS / STRAND	SS4.	Family narratives and traditions: Child has an awareness and appreciation of family and cultural stories and traditions
INDICATORS OF PROGRESS	SS4.1.	Recognizes familiar people and toys or objects *GOLD*® Objectives for Development and Learning 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**

Minnesota Early Childhood Indicators of Progress

Ages 1-2 years, adopted 2017

CONTENT STANDARD / DOMAIN	S.	Approaches to Learning (1-2 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Initiative and Curiosity
INDICATORS OF PROGRESS / STRAND	AL1.	Inquisitiveness: Child explores the environment and seeks interaction with people and objects; willingly tries new things
INDICATORS OF PROGRESS	AL1.4.	Uses senses to explore their environment *GOLD*® Objectives for Development and Learning Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATORS OF PROGRESS	AL1.5.	Seeks and taking pleasure in new skills Shows interest in the environment primarily through looking and listening *GOLD*® Objectives for Development and Learning Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and

		motivation Objective 11d.2 Uses senses to explore the immediate environment
CONTENT STANDARD / DOMAIN	**S.**	**Approaches to Learning (1-2 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Initiative and Curiosity**
INDICATORS OF PROGRESS / STRAND	**AL2.**	**Wonderment: Child expresses interest in novelty**
INDICATORS OF PROGRESS	**AL2.2.**	**Bangs, moves, throws and dumps materials with pleasure** ***GOLD*® Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.2 Repeats actions to obtain similar results**
CONTENT STANDARD / DOMAIN	**S.**	**Approaches to Learning (1-2 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Attentiveness, Engagement and Persistence**
INDICATORS OF PROGRESS / STRAND	**AL3.**	**Attending: Child focuses visual and auditory attention on relevant aspects of the environment**
INDICATORS OF PROGRESS	**AL3.2.**	**Stays focused on activities for a short period of time** ***GOLD*® Objectives for Development and Learning** **Objective 11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**
CONTENT STANDARD / DOMAIN	**S.**	**Approaches to Learning (1-2 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Attentiveness, Engagement and Persistence**
INDICATORS OF PROGRESS / STRAND	**AL4.**	**Self-direction: Child makes choices based upon own interests**
INDICATORS OF PROGRESS	**AL4.2.**	**Makes choices seeking occasional assistance from adult** ***GOLD*® Objectives for Development and Learning** **Objective 11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**
CONTENT STANDARD / DOMAIN	**S.**	**Approaches to Learning (1-2 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Attentiveness, Engagement and Persistence**
INDICATORS OF PROGRESS / STRAND	**AL5.**	**Diligence: Child is focused and productive**
INDICATORS OF PROGRESS	**AL5.2.**	**Interacts with others, objects or activities for short periods of time**

		GOLD® Objectives for Development and Learning Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
CONTENT STANDARD / DOMAIN	**S.**	**Approaches to Learning (1-2 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Attentiveness, Engagement and Persistence**
INDICATORS OF PROGRESS / STRAND	**AL6.**	**Resilience: Child responds to challenge by adapting**
INDICATORS OF PROGRESS	**AL6.2.**	**When upset, can recover in a reasonable amount of time** GOLD® **Objectives for Development and Learning** **Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.4 Comforts self by seeking out special object or person**
CONTENT STANDARD / DOMAIN	**S.**	**Approaches to Learning (1-2 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Creativity**
INDICATORS OF PROGRESS / STRAND	**AL7.**	**Immersion: Child becomes absorbed in the process of exploration**
INDICATORS OF PROGRESS	**AL7.2.**	**Explores environment with purpose** GOLD® **Objectives for Development and Learning** **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**
CONTENT STANDARD / DOMAIN	**S.**	**Approaches to Learning (1-2 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Creativity**
INDICATORS OF PROGRESS / STRAND	**AL8.**	**Playfulness: Child demonstrates a sense of humor and imagination in their play**
INDICATORS OF PROGRESS	**AL8.3.**	**Explores and uses materials in new and unconventional ways** GOLD® **Objectives for Development and Learning** **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**
INDICATORS OF PROGRESS	**AL8.4.**	**Observes others when they are laughing and smiles or laughs too** GOLD® **Objectives for Development and Learning**

		Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective **2b.2 Reacts to others' emotional expressions**
CONTENT STANDARD / DOMAIN	**S.**	**Approaches to Learning (1-2 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Creativity**
INDICATORS OF PROGRESS / STRAND	**AL9.**	**Production: Child expresses ideas, thoughts and opinions and creates products that are unexpected, original and relevant**
INDICATORS OF PROGRESS	**AL9.2.**	**Wants to do things by self and has own way of doing thing** _GOLD_® **Objectives for Development and Learning** **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.4 Seeks to do things for self**
INDICATORS OF PROGRESS	**AL9.3.**	**Begins to play with toys, objects and materials in new, ways.** _GOLD_® **Objectives for Development and Learning** **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**
CONTENT STANDARD / DOMAIN	**S.**	**Approaches to Learning (1-2 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Processing and Utilizing Information**
INDICATORS OF PROGRESS / STRAND	**AL10.**	**Working Memory: Child stores and retrieves information in order to use it purposefully**
INDICATORS OF PROGRESS	**AL10.2.**	**Uses some prior experiences to build new knowledge and solve problems** _GOLD_® **Objectives for Development and Learning** **Objective 12 Remembers and connects experiences b. Makes connections** **Objective 12b.2 Looks for familiar persons when they are named; relates objects to events**
INDICATORS OF PROGRESS	**AL10.3.**	**Anticipates familiar, daily events** _GOLD_® **Objectives for Development and Learning** **Objective 12 Remembers and connects experiences b. Makes connections** **Objective 12b.2 Looks for familiar persons when they are named; relates objects to events**
CONTENT STANDARD / DOMAIN	**S.**	**Approaches to Learning (1-2 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Processing and Utilizing Information**
INDICATORS OF PROGRESS / STRAND	**AL11.**	**Symbolic Representation: Child uses sounds, actions, objects and materials (paint, clay, blocks, etc.) to express their ideas and understanding as well as to make new**

		connections
INDICATORS OF PROGRESS	AL11.2.	Acts out a sequence of related actions to recreate personal experiences (feeding teddy bear with a spoon, etc) *GOLD*® Objectives for Development and Learning Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective **14b.2 Imitates actions of others during play; uses real objects as props**
CONTENT STANDARD / DOMAIN	S.	Approaches to Learning (1-2 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Processing and Utilizing Information
INDICATORS OF PROGRESS / STRAND	AL12.	Cognitive Flexibility/ Reasoning: Child considers more than one possible outcome to a problem or situation; begins to create theories for why things happen; can recognize how one thing relates to or affects another thing
INDICATORS OF PROGRESS	AL12.3.	Anticipates what will happen next *GOLD*® Objectives for Development and Learning Objective **12 Remembers and connects experiences b. Makes connections** Objective **12b.2 Looks for familiar persons when they are named; relates objects to events**
CONTENT STANDARD / DOMAIN	S.	Approaches to Learning (1-2 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Processing and Utilizing Information
INDICATORS OF PROGRESS / STRAND	AL13.	Problem Solving: Child seeks and finds solutions to problems
INDICATORS OF PROGRESS	AL13.2.	Examines objects that don't respond as usual; attempts to make object work as expected *GOLD*® Objectives for Development and Learning Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective **11c.2 Reacts to a problem; seeks to achieve a specific goal**
CONTENT STANDARD / DOMAIN	A.	The Arts (1-2 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Exploring the Arts
INDICATORS OF PROGRESS / STRAND	A1.	Child shows an interest in learning about different artistic experiences
INDICATORS OF PROGRESS	A1.2.	Begins to choose senses to explore *GOLD*® Objectives for Development and Learning Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective **11d.2 Uses senses to explore the immediate environment**

CONTENT STANDARD / DOMAIN	A.	The Arts (1-2 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Exploring the Arts
INDICATORS OF PROGRESS / STRAND	A2.	Child can distinguish differences within each area of artistic expression
INDICATORS OF PROGRESS	A2.2.	Show a preference for toys, people, experiences *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.4 Seeks to do things for self**
CONTENT STANDARD / DOMAIN	A.	The Arts (1-2 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Using the Arts to Express Ideas and Emotions
INDICATORS OF PROGRESS / STRAND	A3.	Child demonstrates interest and emotions in artistic expression
INDICATORS OF PROGRESS	A3.2.	Shows emotion when engages in artistic expression *GOLD*® Objectives for Development and Learning Objective **1 Regulates own emotions and behaviors a. Manages feelings** Objective **1a.4 Comforts self by seeking out special object or person**
CONTENT STANDARD / DOMAIN	A.	The Arts (1-2 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Using the Arts to Express Ideas and Emotions
INDICATORS OF PROGRESS / STRAND	A4.	Child understands patterns in artistic media
INDICATORS OF PROGRESS	A4.2.	Shows preference for familiar sounds, motions and gestures *GOLD*® Objectives for Development and Learning Objective **1 Regulates own emotions and behaviors a. Manages feelings** Objective **1a.4 Comforts self by seeking out special object or person**
CONTENT STANDARD / DOMAIN	A.	The Arts (1-2 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Self-Expression in the Arts
INDICATORS OF PROGRESS / STRAND	A5.	Child uses art for self-expression
INDICATORS OF PROGRESS	A5.2.	Shows preference in a variety of the arts to express oneself *GOLD*® Objectives for Development and Learning Objective **1 Regulates own emotions and behaviors c. Takes care of own needs**

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		appropriately **Objective 1c.4 Seeks to do things for self**
CONTENT STANDARD / DOMAIN	**LLC.**	**Language, Literacy and Communications: Cognitive (15-24 Months)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Listening and Understanding; Receptive Language**
INDICATORS OF PROGRESS / STRAND	**L1.**	**Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)**
INDICATORS OF PROGRESS	**L1.6.**	**Responds to increasingly complex sentences** *GOLD*® **Objectives for Development and Learning** **Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.4 Identifies familiar people, animals, and objects when prompted**
INDICATORS OF PROGRESS	**L1.7.**	**Responds to descriptive language about objects, actions, and concepts** *GOLD*® **Objectives for Development and Learning** **Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.4 Identifies familiar people, animals, and objects when prompted**
CONTENT STANDARD / DOMAIN	**LLC.**	**Language, Literacy and Communications: Cognitive (15-24 Months)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Communicating and Speaking; Expressive Language**
INDICATORS OF PROGRESS / STRAND	**L2.**	**Social Conversation: Child meaningfully engages in talk with others to express feelings, wants and ideas**
INDICATORS OF PROGRESS	**L2.5.**	**Uses real or made-up words or signs to express basic wants and needs** *GOLD*® **Objectives for Development and Learning** **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**
INDICATORS OF PROGRESS	**L2.6.**	**Adds to or extends conversations with others** *GOLD*® **Objectives for Development and Learning** **Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations** **Objective 10a.4 Initiates and attends to brief conversations**
CONTENT STANDARD / DOMAIN	**LLC.**	**Language, Literacy and Communications: Cognitive (15-24 Months)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Communicating and Speaking; Expressive Language**
INDICATORS OF PROGRESS / STRAND	**L3.**	**Vocabulary: and syntax: Child understands word order and grammatical rules**

INDICATORS OF PROGRESS	L3.5.	Constructs simple two-word sentences (object and action) *GOLD*® **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** Objective **9c.2 Uses one- or two-word sentences or phrases**
INDICATORS OF PROGRESS	L3.6.	Rapidly increases use and number of sounds and words *GOLD*® **Objectives for Development and Learning** Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.4 Names familiar, people, animals, and objects**
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (15-24 Months)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Emergent Reader
INDICATORS OF PROGRESS / STRAND	L4.	Motivation, engagement: Child has an interest in and sustained attention for literacy acts
INDICATORS OF PROGRESS	L4.5.	Relates an object in a book or print to the real object *GOLD*® **Objectives for Development and Learning** • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** Objective **17a.2 Shows interest in books**
INDICATORS OF PROGRESS	L4.6.	Imitates reading *GOLD*® **Objectives for Development and Learning** Objective **18 Comprehends and responds to books and other texts b. Uses emergent reading skills** 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**
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (15-24 Months)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Emergent Reader
INDICATORS OF PROGRESS / STRAND	L5.	Phonological awareness: Child is able to hear and understand the discrete sounds that make up language
INDICATORS OF PROGRESS	L5.5.	Imitates sounds heard in the environment *GOLD*® **Objectives for Development and Learning** 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**

INDICATORS OF PROGRESS	L5.6.	Identifies sounds heard in the environment _GOLD®_ **Objectives for Development and Learning** 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
CONTENT STANDARD / DOMAIN	**LLC.**	**Language, Literacy and Communications: Cognitive (15-24 Months)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Emergent Reader**
INDICATORS OF PROGRESS / STRAND	**L6.**	**Letter recognition: Child recognizes the shapes of letters and recalls the names of letters**
INDICATORS OF PROGRESS	L6.3.	Recognizes familiar photos, pictures, drawings _GOLD®_ **Objectives for Development and Learning** 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
CONTENT STANDARD / DOMAIN	**LLC.**	**Language, Literacy and Communications: Cognitive (15-24 Months)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Emergent Reader**
INDICATORS OF PROGRESS / STRAND	**L7.**	**Concepts of print: Child understands the fundamentals of print, such as orientation, organization, and features of print**
INDICATORS OF PROGRESS	L7.4.	Turns book or text right side up _GOLD®_ **Objectives for Development and Learning** Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
CONTENT STANDARD / DOMAIN	**LLC.**	**Language, Literacy and Communications: Cognitive (15-24 Months)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Emergent Reader**
INDICATORS OF PROGRESS / STRAND	**L8.**	**Comprehension of narrative text: Child understands the events and order of events in a story**
INDICATORS OF PROGRESS	L8.3.	Understands stories read or told _GOLD®_ **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective 18a.1 Emerging to 18a.2 Contributes particular language from the book at the appropriate time

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INDICATORS OF PROGRESS	L8.4.	Talks about, gestures, or points to characters and events during reading or storytelling *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.1 Emerging to 18a.2 Contributes particular language from the book at the appropriate time**
INDICATORS OF PROGRESS	L8.5.	Relates objects in stories to objects in the real world *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.1 Emerging to 18a.2 Contributes particular language from the book at the appropriate time**
INDICATORS OF PROGRESS	L8.6.	Talks about characters and events during reading *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.1 Emerging to 18a.2 Contributes particular language from the book at the appropriate time**
CONTENT STANDARD / DOMAIN	**LLC.**	**Language, Literacy and Communications: Cognitive (15-24 Months)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Writing**
INDICATORS OF PROGRESS / STRAND	**L9.**	**Writing conventions: Child understands the forms and function of written language**
INDICATORS OF PROGRESS	L9.4.	Uses small muscles to do simple tasks *GOLD*® Objectives for Development and Learning Objective **7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** Objective **7a.4 Uses fingers and whole arm movements to manipulate and explore objects**
INDICATORS OF PROGRESS	L9.5.	Attempts to use a variety of writing tools such as crayons and markers *GOLD*® Objectives for Development and Learning Objective **7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools** Objective **7b.2 Grasps drawing and writing tools, jabbing at paper**
CONTENT STANDARD / DOMAIN	**M.**	**Mathematics (1-2 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Number Knowledge**
INDICATORS OF PROGRESS /	**M1.**	**Rote counting: The child attends to sequences and use of number words, with or without**

STRAND		items, sets, or numerals and without recognizing the link to quantity
INDICATORS OF PROGRESS	M1.3.	**Imitates use of at least one number word** *GOLD*® **Objectives for Development and Learning** Objective **20 Uses number concepts and operations a. Counts** Objective **20a.1 Emerging to 20a.2 Verbally counts (not always in the correct order)**
INDICATORS OF PROGRESS	M1.4.	**Imitates counting** *GOLD*® **Objectives for Development and Learning** Objective **20 Uses number concepts and operations a. Counts** Objective **20a.1 Emerging to 20a.2 Verbally counts (not always in the correct order)**
CONTENT STANDARD / DOMAIN	M.	Mathematics (1-2 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Number Knowledge
INDICATORS OF PROGRESS / STRAND	M3.	Cardinality: The child associates each of one or more number words to a unique and exact quantity, and knows that the final number word used when counting out an item set represents the exact number of items in the set
INDICATORS OF PROGRESS	M3.1.	**Responds to request to give a small quantity items (one, two)** *GOLD*® **Objectives for Development and Learning** Objective **20 Uses number concepts and operations b. Quantifies** Objective **20b.2 Demonstrates understanding of the concepts of one, two, and more**
CONTENT STANDARD / DOMAIN	M.	Mathematics (1-2 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Number Knowledge
INDICATORS OF PROGRESS / STRAND	M5.	Comparing numbers and quantities: The child uses organizing strategies to know how many objects they have
INDICATORS OF PROGRESS	M5.2.	**Demonstrates understanding of some descriptive words, such as responding to questions** *GOLD*® **Objectives for Development and Learning** • Objective **20 Uses number concepts and operations b. Quantifies** Objective **20b.2 Demonstrates understanding of the concepts of one, two, and more**
INDICATORS OF PROGRESS	M5.3.	**Separates a few items into groups using own method such as color, size, etc.** *GOLD*® **Objectives for Development and Learning** 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**
INDICATORS OF PROGRESS	M5.4.	**Nests smaller objects inside larger objects**

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		GOLD® **Objectives for Development and Learning** **Objective 22 Compares and measures a. Measures objects** **Objective 22a.2 Makes simple comparisons between two objects**
CONTENT STANDARD / DOMAIN	**M.**	**Mathematics (1-2 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Measurement**
INDICATORS OF PROGRESS / STRAND	**M7.**	**Measurement: Child recognizes and makes comparisons of measurable attributes (length, height, width, area, volume, physical distance, time duration.)**
INDICATORS OF PROGRESS	**M7.1.**	**Experiments with "full" and "empty** *GOLD*® **Objectives for Development and Learning** **Objective 22 Compares and measures a. Measures objects** **Objective 22a.2 Makes simple comparisons between two objects**
INDICATORS OF PROGRESS	**M7.2.**	**Orders a few objects by size with assistance** *GOLD*® **Objectives for Development and Learning** **• Objective 22 Compares and measures a. Measures objects** **Objective 22a.3 Emerging to 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume**
CONTENT STANDARD / DOMAIN	**M.**	**Mathematics (1-2 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Patterns**
INDICATORS OF PROGRESS / STRAND	**M8.**	**Repeating patterns: The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity**
INDICATORS OF PROGRESS	**M8.2.**	**Carries out familiar routines** *GOLD*® **Objectives for Development and Learning** **Objective 23 Demonstrates knowledge of patterns** **Objective 23.2 Shows interest in simple patterns in everyday life**
INDICATORS OF PROGRESS	**M8.3.**	**Follows a familiar simple pattern (sound, body movement sequence like Patty Cake)** *GOLD*® **Objectives for Development and Learning** **Objective 23 Demonstrates knowledge of patterns** **Objective 23.4 Copies simple repeating patterns**
CONTENT STANDARD / DOMAIN	**M.**	**Mathematics (1-2 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Geometry and Spatial Thinking**
INDICATORS OF PROGRESS / STRAND	**M9.**	**Knowledge and visualization of shapes: The child recognizes shapes, can describe 2 dimensional (2D) and 3 dimensional (3D) shapes and manipulate shapes with purpose.**
INDICATORS OF PROGRESS	**M9.1.**	**Shows interest in shapes**

		GOLD® **Objectives for Development and Learning** **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes** **Objective 21b.2 Matches two identical shapes**
CONTENT STANDARD / DOMAIN	**M.**	**Mathematics (1-2 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Geometry and Spatial Thinking**
INDICATORS OF PROGRESS / STRAND	**M10.**	**Transformations and symmetry: The child can locate and manipulate shapes in space**
INDICATORS OF PROGRESS	**M10.2.**	**Develops increasing ability to change positions and move body from place to place** *GOLD*® **Objectives for Development and Learning** **Objective 4 Demonstrates traveling skills** **Objective 4.4 Experiments with different ways of moving**
INDICATORS OF PROGRESS	**M10.3.**	**Demonstrates awareness of relationship between over and under, up and down, in and out** *GOLD*® **Objectives for Development and Learning** **Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** **Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)**
CONTENT STANDARD / DOMAIN	**M.**	**Mathematics (1-2 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Geometry and Spatial Thinking**
INDICATORS OF PROGRESS / STRAND	**M11.**	**Location, spatial relationships and landmark use: The child recognizes where a person or object is in relation to other people of objects**
INDICATORS OF PROGRESS	**M11.2.**	**Recognizes familiar objects from different vantage points** *GOLD*® **Objectives for Development and Learning** **Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** **Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)**
CONTENT STANDARD / DOMAIN	**M.**	**Mathematics (1-2 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Data Analysis**
INDICATORS OF PROGRESS / STRAND	**M12.**	**The child recognizes that objects can be sorted by attributes**
INDICATORS OF PROGRESS	**M12.2.**	**Matches items based on attributes meaningful to the child** *GOLD*® **Objectives for Development and Learning**

		Objective 13 Uses classification skills Objective **13.2 Matches similar objects**
CONTENT STANDARD / DOMAIN	**P.**	**Physical and Movement Development (1-2 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Gross Motor**
INDICATORS OF PROGRESS / STRAND	**P3.**	**Locomotion: Childs moves their body through space from one place to another**
INDICATORS OF PROGRESS	**P3.5.**	**Crawls up a few stairs with adult observing** *GOLD*® **Objectives for Development and Learning** • **Objective 4 Demonstrates traveling skills** **Objective 4.4 Experiments with different ways of moving**
INDICATORS OF PROGRESS	**P3.6.**	**Walks independently** *GOLD*® **Objectives for Development and Learning** • **Objective 4 Demonstrates traveling skills** **Objective 4.4 Experiments with different ways of moving**
INDICATORS OF PROGRESS	**P3.7.**	**Runs freely** *GOLD*® **Objectives for Development and Learning** • **Objective 4 Demonstrates traveling skills** **Objective 4.4 Experiments with different ways of moving**
CONTENT STANDARD / DOMAIN	**P.**	**Physical and Movement Development (1-2 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Gross Motor**
INDICATORS OF PROGRESS / STRAND	**P4.**	**Object control: Child can manipulate objects to propel or receive**
INDICATORS OF PROGRESS	**P4.1.**	**Pushes and pulls toys while walking** *GOLD*® **Objectives for Development and Learning** • **Objective 4 Demonstrates traveling skills** **Objective 4.4 Experiments with different ways of moving**
INDICATORS OF PROGRESS	**P4.2.**	**Throws small balls** *GOLD*® **Objectives for Development and Learning** **Objective 6 Demonstrates gross-motor manipulative skills** **Objective 6.4 Manipulates balls or similar objects with stiff body movements**
CONTENT STANDARD / DOMAIN	**P.**	**Physical and Movement Development (1-2 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Fine Motor**

INDICATORS OF PROGRESS / STRAND	P5.	Dexterity: Child can coordinate and control movement of hands and fingers to grasp and manipulate objects
INDICATORS OF PROGRESS	P5.4.	Grasps toys, objects to release into container *GOLD*® Objectives for Development and Learning Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
INDICATORS OF PROGRESS	P5.5.	Dumps out toys and objects from a container *GOLD*® Objectives for Development and Learning Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
INDICATORS OF PROGRESS	P5.6.	Turns pages of a board book *GOLD*® Objectives for Development and Learning Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
INDICATORS OF PROGRESS	P5.7.	Begins to grasp crayon to scribble *GOLD*® Objectives for Development and Learning Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.3 Emerging to 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
INDICATORS OF PROGRESS	P5.8.	Stacks a few blocks *GOLD*® Objectives for Development and Learning Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
CONTENT STANDARD / DOMAIN	P.	Physical and Movement Development (1-2 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fine Motor
INDICATORS OF PROGRESS / STRAND	P6.	Self Care: Child participates in daily care routines for feeding, dressing and personal hygiene
INDICATORS OF PROGRESS	P6.4.	When being dressed or undressed, assists with some clothes *GOLD*® Objectives for Development and Learning Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
INDICATORS OF PROGRESS	P6.5.	Feeds self with hands and begins to use a child-size spoon

		GOLD® Objectives for Development and Learning Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
INDICATORS OF PROGRESS	P6.6.	**Drinks from a cup** GOLD® Objectives for Development and Learning Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
INDICATORS OF PROGRESS	P6.7	**Helps put away a few toys** GOLD® Objectives for Development and Learning Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
CONTENT STANDARD / DOMAIN	ST.	**Scientific Thinking (1-2 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Discover**
INDICATORS OF PROGRESS / STRAND	ST1.	**Observe and question: Child demonstrates awareness and engagement with phenomena, materials, and environment**
INDICATORS OF PROGRESS	ST1.3.	**Indicates interest by looking, pointing or verbalizing** GOLD® Objectives for Development and Learning Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
CONTENT STANDARD / DOMAIN	ST.	**Scientific Thinking (1-2 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Discover**
INDICATORS OF PROGRESS / STRAND	ST2.	**Investigate: Child actively shows wonder by demonstrating curiosity of self, others and surroundings**
INDICATORS OF PROGRESS	ST2.2.	**Seeks out and explores objects and items with apparent interest** GOLD® Objectives for Development and Learning Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
INDICATORS OF PROGRESS	ST2.3.	**Begins using objects as tools** GOLD® Objectives for Development and Learning **Objective 28 Uses tools and other technology to perform tasks**
CONTENT STANDARD / DOMAIN	ST.	**Scientific Thinking (1-2 Years)**
PERFORMANCE INDICATOR /		**Act**

DOMAIN COMPONENT		
INDICATORS OF PROGRESS / STRAND	ST3.	Experiment: Child develops and completes a process based on a question, interest or anticipated outcome, adjusting as needed.
INDICATORS OF PROGRESS	ST3.3.	Demonstrates willingness to try new things *GOLD*® Objectives for Development and Learning • 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
INDICATORS OF PROGRESS	ST3.4.	Uses simple strategies to carry out ideas *GOLD*® Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning c. Solves problems Objective **11c.2** Reacts to a problem; seeks to achieve a specific goal
INDICATORS OF PROGRESS	ST3.5.	Demonstrates ability to focus on one element of a situation *GOLD*® Objectives for Development and Learning • 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
INDICATORS OF PROGRESS	ST3.6.	Persists in actions or attempts to affect environment or objects *GOLD*® Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning c. Solves problems Objective **11c.2** Reacts to a problem; seeks to achieve a specific goal
CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking (1-2 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Act
INDICATORS OF PROGRESS / STRAND	ST4.	Evaluate: Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions
INDICATORS OF PROGRESS	ST4.3.	Associates objects that belong together *GOLD*® Objectives for Development and Learning • Objective **13** Uses classification skills Objective **13.2** Matches similar objects
INDICATORS OF PROGRESS	ST4.4.	Asks "what happened?" or "where did it go?" as a result of an experiment *GOLD*® Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning c. Solves problems Objective **11c.2** Reacts to a problem; seeks to achieve a specific goal

CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking (1-2 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integrate
INDICATORS OF PROGRESS / STRAND	ST5.	Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others
INDICATORS OF PROGRESS	ST5.3.	Uses gestures, body language or a few words to express emotions related to an activity, person or experience *GOLD*® Objectives for Development and Learning Objective **9** Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective **9a.4** Names familiar, people, animals, and objects
INDICATORS OF PROGRESS	ST5.4.	Invites others to observe actions and results *GOLD*® Objectives for Development and Learning Objective **9** Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective **9a.4** Names familiar, people, animals, and objects
CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking (1-2 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integrate
INDICATORS OF PROGRESS / STRAND	ST6.	Apply: Child leverages and uses knowledge unprompted or in a new situation.
INDICATORS OF PROGRESS	ST6.2.	Revisits and builds on past experiences *GOLD*® Objectives for Development and Learning Objective **12** Remembers and connects experiences b. Makes connections Objective **12b.2** Looks for familiar persons when they are named; relates objects to events
CONTENT STANDARD / DOMAIN	S.	Social and Emotional Development (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Self and Emotional Awareness
INDICATORS OF PROGRESS / STRAND	S1.	Confidence: Child demonstrates confidence "I am capable, I can experiment, I can make mistakes, and I can move on"
INDICATORS OF PROGRESS	S1.3.	Independently attempts new challenges or activities that may or may not be successful *GOLD*® Objectives for Development and Learning Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective **1c.4** Seeks to do things for self
INDICATORS OF PROGRESS	S1.4.	Checks with and accepts support from adult or caregiver when necessary

		GOLD® Objectives for Development and Learning Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
CONTENT STANDARD / DOMAIN	**S.**	**Social and Emotional Development (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Self and Emotional Awareness**
INDICATORS OF PROGRESS / STRAND	**S2.**	**Self-Awareness: Child demonstrates understanding and appreciation of uniqueness in own family, community, culture, and the world**
INDICATORS OF PROGRESS	**S2.2.**	**Demonstrates awareness of self as separate from others** *GOLD*® **Objectives for Development and Learning** • **Objective 29 Demonstrates knowledge about self**
CONTENT STANDARD / DOMAIN	**S.**	**Social and Emotional Development (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Self and Emotional Awareness**
INDICATORS OF PROGRESS / STRAND	**S3.**	**Emotions: Child demonstrates understanding of own emotions, others' emotions, and awareness of emotions becoming reactions and behaviors**
INDICATORS OF PROGRESS	**S3.3.**	**Expresses feelings, needs, and wants with nonverbal communication, vocalizations, and a few words** *GOLD*® **Objectives for Development and Learning** **Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.4 Comforts self by seeking out special object or person**
INDICATORS OF PROGRESS	**S3.4.**	**Associates emotions with words and expressions** *GOLD*® **Objectives for Development and Learning** **Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems** **Objective 3b.2 Expresses feelings during a conflict**
CONTENT STANDARD / DOMAIN	**S.**	**Social and Emotional Development (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Self-Management**
INDICATORS OF PROGRESS / STRAND	**S4.**	**Managing thinking: Child manages attention and thoughts**
INDICATORS OF PROGRESS	**S4.3.**	**Focuses attention on preferred items and experiences** *GOLD*® **Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.4 Seeks to do things for self**

INDICATORS OF PROGRESS	S4.4.	Expresses thoughts by responding to simple choices and limits verbally or nonverbally GOLD® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
INDICATORS OF PROGRESS	S4.5.	Anticipates and follows simple routines GOLD® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
CONTENT STANDARD / DOMAIN	S.	Social and Emotional Development (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Self-Management
INDICATORS OF PROGRESS / STRAND	S5.	Managing emotions and behaviors: Child manages emotions, impulses, and behaviors with assistance from others and independently
INDICATORS OF PROGRESS	S5.6.	Expands use of sign language, gestures, and a few words or phrases to communicate needs, wants, preferences, and discomforts to adults GOLD® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
INDICATORS OF PROGRESS	S5.7.	Actively seeks adult help using sounds, gestures, or some words when feeling strong emotions, either positive or negative GOLD® Objectives for Development and Learning Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
INDICATORS OF PROGRESS	S5.8.	Anticipates and actively avoids or ignores situations that cause discomfort Social Understanding and Relationships GOLD® Objectives for Development and Learning Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
INDICATORS OF PROGRESS	S5.9.	Follows simple routines, expectations, and boundaries to help manage own emotions and behavior GOLD® Objectives for Development and Learning Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person

INDICATORS OF PROGRESS	S5.10.	Tolerates brief delays in getting needs met *GOLD*® Objectives for Development and Learning Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.5 Emerging to **1a.6 Is able to look at a situation differently or delay gratification**
CONTENT STANDARD / DOMAIN	**S.**	**Social and Emotional Development (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Social Understanding and Relationships**
INDICATORS OF PROGRESS / STRAND	**S6.**	**Social responsiveness: Child notices and responds to others and their emotions**
INDICATORS OF PROGRESS	S6.3.	Imitates others' emotions and expressions *GOLD*® Objectives for Development and Learning Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.2 Reacts to others' emotional expressions**
INDICATORS OF PROGRESS	S6.4.	Shows some individual response to others' emotional tone *GOLD*® Objectives for Development and Learning Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.2 Reacts to others' emotional expressions**
CONTENT STANDARD / DOMAIN	**S.**	**Social and Emotional Development (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Social Understanding and Relationships**
INDICATORS OF PROGRESS / STRAND	**S7.**	**Building relationships: Child establishes and sustains relationships with others**
INDICATORS OF PROGRESS	S7.3.	Shows preferences for one or more adults or children *GOLD*® Objectives for Development and Learning Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
INDICATORS OF PROGRESS	S7.4.	Shows some awareness or caution with unfamiliar adults *GOLD*® Objectives for Development and Learning • 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
INDICATORS OF PROGRESS	S7.5.	Uses trusted adult(s) as a base from which to explore *GOLD*® Objectives for Development and Learning • 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
CONTENT STANDARD / DOMAIN	S.	Social and Emotional Development (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Social Understanding and Relationships
INDICATORS OF PROGRESS / STRAND	S8.	Social skills: Child responds to and interact with others in a meaningful way
INDICATORS OF PROGRESS	S8.2.	Play with others in a parallel manner *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** Objective 2c.2 Plays near other children; uses similar materials or actions
INDICATORS OF PROGRESS	S8.3.	Recognizes similarities and differences between self and others *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** Objective 2c.2 Plays near other children; uses similar materials or actions
CONTENT STANDARD / DOMAIN	SS.	Social Systems: Cognitive (1-2 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Community, People and Relationships
INDICATORS OF PROGRESS / STRAND	SS1.	Self-identity in the community: Understands the different ways people form their identity
INDICATORS OF PROGRESS	SS1.3.	Demonstrates preference for favorite toys, clothing and activities *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.4 Seeks to do things for self
CONTENT STANDARD / DOMAIN	SS.	Social Systems: Cognitive (1-2 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Community, People and Relationships
INDICATORS OF PROGRESS / STRAND	SS2.	Civics: Child understands what it means to be a member of a community
INDICATORS OF PROGRESS	SS2.3.	Develops an expectation and understanding of routines within a familiar environment

		GOLD® Objectives for Development and Learning
		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**
INDICATORS OF PROGRESS	SS2.4.	Shows interest in other children and objects *GOLD*® Objectives for Development and Learning Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
CONTENT STANDARD / DOMAIN	SS.	Social Systems: Cognitive (1-2 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Change over Time
INDICATORS OF PROGRESS / STRAND	SS3.	Personal history: Child explores the concepts of past, present and future in relation to personally significant events
INDICATORS OF PROGRESS	SS3.2.	Notices sequence of a daily routine *GOLD*® Objectives for Development and Learning 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**
CONTENT STANDARD / DOMAIN	SS.	Social Systems: Cognitive (1-2 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Environment
INDICATORS OF PROGRESS / STRAND	SS5.	Conservation: Understands that some environmental resources are limited
INDICATORS OF PROGRESS	SS5.1.	Helps to put away toys or throw out trash *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.4 Seeks to do things for self
INDICATORS OF PROGRESS	SS5.2.	Participates in self-care routines *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.4 Seeks to do things for self
CONTENT STANDARD / DOMAIN	SS.	Social Systems: Cognitive (1-2 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Environment

INDICATORS OF PROGRESS / STRAND	SS6.	Physical characteristics of community: Child can identify important physical features in their environment
INDICATORS OF PROGRESS	SS6.1.	Begins pretend play with blocks, dolls and other toys *GOLD*® Objectives for Development and Learning • 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**

Minnesota Early Childhood Indicators of Progress

Ages 2-3 years, adopted 2017

CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Initiative and Curiosity
INDICATORS OF PROGRESS / STRAND	AL1.	Inquisitiveness: Child explores the environment and seeks interaction with people and objects; willingly tries new things
INDICATORS OF PROGRESS	AL1.6.	Approaches new materials in the environment with interest *GOLD*® Objectives for Development and Learning Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective **11d.4 Explores and investigates ways to make something happen**
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Initiative and Curiosity
INDICATORS OF PROGRESS / STRAND	AL2.	Wonderment: Child expresses interest in novelty
INDICATORS OF PROGRESS	AL2.3.	Turns objects around, upside down and inside out to examine characteristics *GOLD*® Objectives for Development and Learning Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation

TeachingStrategies®

		Objective 11d.4 Explores and investigates ways to make something happen
CONTENT STANDARD / DOMAIN	**AL.**	**Approaches to Learning (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Attentiveness, Engagement and Persistence**
INDICATORS OF PROGRESS / STRAND	**AL3.**	**Attending: Child focuses visual and auditory attention on relevant aspects of the environment**
INDICATORS OF PROGRESS	**AL3.3.**	**Maintains attention for longer periods of time** ***GOLD*® Objectives for Development and Learning** Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
CONTENT STANDARD / DOMAIN	**AL.**	**Approaches to Learning (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Attentiveness, Engagement and Persistence**
INDICATORS OF PROGRESS / STRAND	**AL4.**	**Self-direction: Child makes choices based upon own interests**
INDICATORS OF PROGRESS	**AL4.3.**	**Makes choices independently** ***GOLD*® Objectives for Development and Learning** Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
CONTENT STANDARD / DOMAIN	**AL.**	**Approaches to Learning (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Attentiveness, Engagement and Persistence**
INDICATORS OF PROGRESS / STRAND	**AL5.**	**Diligence: Child is focused and productive**
INDICATORS OF PROGRESS	**AL5.3.**	**Seeks assistance then persists to complete task** ***GOLD*® Objectives for Development and Learning** Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
CONTENT STANDARD / DOMAIN	**AL.**	**Approaches to Learning (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Attentiveness, Engagement and Persistence**
INDICATORS OF PROGRESS / STRAND	**AL6.**	**Resilience: Child responds to challenge by adapting**
INDICATORS OF PROGRESS	**AL6.3.**	**Handles transitions comfortably**

		GOLD® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors b. Follows limits and expectations** **Objective 1b.4 Accepts redirection from adults**
CONTENT STANDARD / DOMAIN	**AL.**	**Approaches to Learning (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Creativity**
INDICATORS OF PROGRESS / STRAND	**AL7.**	**Immersion: Child becomes absorbed in the process of exploration**
INDICATORS OF PROGRESS	**AL7.3.**	**Shows preference for certain activities, objects and materials through sustained involvement** *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**
CONTENT STANDARD / DOMAIN	**AL.**	**Approaches to Learning (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Creativity**
INDICATORS OF PROGRESS / STRAND	**AL8.**	**Playfulness: Child demonstrates a sense of humor and imagination in their play**
INDICATORS OF PROGRESS	**AL8.5.**	**Shows interest in other's play and seeks out others to play** *GOLD*® **Objectives for Development and Learning** **Objective 2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.2 Plays near other children; uses similar materials or actions**
INDICATORS OF PROGRESS	**AL8.6.**	**Uses a variety of voice inflections and facial expressions in play; laughs** *GOLD*® **Objectives for Development and Learning** **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.2 Imitates actions of others during play; uses real objects as props**
CONTENT STANDARD / DOMAIN	**AL.**	**Approaches to Learning (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Creativity**
INDICATORS OF PROGRESS / STRAND	**AL9.**	**Production: Child expresses ideas, thoughts and opinions and creates products that are unexpected, original and relevant**
INDICATORS OF PROGRESS	**AL9.4.**	**Begins to organize play and carry out own plans** *GOLD*® **Objectives for Development and Learning** • 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
CONTENT STANDARD / DOMAIN	**AL.**	**Approaches to Learning (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Processing and Utilizing Information**
INDICATORS OF PROGRESS / STRAND	**AL10.**	**Memory: Child stores and retrieves information in order to use it purposefully**
INDICATORS OF PROGRESS	**AL10.4.**	**Able to remember and pretend a sequence of events** *GOLD*® **Objectives for Development and Learning** Objective **12 Remembers and connects experiences b. Makes connections** Objective **12b.4 Remembers the sequence of personal routines and experiences with teacher support**
INDICATORS OF PROGRESS	**AL10.5.**	**Recites simple songs, rhymes, a short sequence of letters, numbers, etc.** *GOLD*® **Objectives for Development and Learning** Objective **12 Remembers and connects experiences b. Makes connections** Objective **12b.4 Remembers the sequence of personal routines and experiences with teacher support**
CONTENT STANDARD / DOMAIN	**AL.**	**Approaches to Learning (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Processing and Utilizing Information**
INDICATORS OF PROGRESS / STRAND	**AL11.**	**Symbolic Representation: Child uses sounds, actions, objects and materials (paint, clay, blocks, etc.) to express their ideas and understanding as well as to make new connections**
INDICATORS OF PROGRESS	**AL11.3.**	**Begins to use one object to stand for another in play. (block as a telephone)** *GOLD*® **Objectives for Development and Learning** 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**
INDICATORS OF PROGRESS	**AL11.4.**	**After exploring and experimenting with materials, labels their creation** *GOLD*® **Objectives for Development and Learning** 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**
CONTENT STANDARD / DOMAIN	**AL.**	**Approaches to Learning (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Processing and Utilizing Information**
INDICATORS OF PROGRESS /	**AL12.**	**Cognitive Flexibility/ Reasoning: Child considers more than one possible outcome to a**

STRAND		problem or situation; begins to create theories for why things happen; can recognize how one thing relates to or affects another thing
INDICATORS OF PROGRESS	AL12.4.	Makes inferences based on what is seen, heard, smelled, etc. *GOLD*® **Objectives for Development and Learning** • 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**
INDICATORS OF PROGRESS	AL12.5.	Considers possibilities for why something happened *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it**
CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Processing and Utilizing Information
INDICATORS OF PROGRESS / STRAND	AL13.	Problem Solving: Child seeks and finds solutions to problems
INDICATORS OF PROGRESS	AL13.3.	Communicates to others that there is a problem and request that they solve it *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it**
CONTENT STANDARD / DOMAIN	A.	The Arts (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Exploring the Arts
INDICATORS OF PROGRESS / STRAND	A1.	Child shows an interest in learning about different artistic experiences
INDICATORS OF PROGRESS	A1.3.	Investigates different art experiences *GOLD*® **Objectives for Development and Learning** **Objective 33 Explores the visual arts** **Objective 34 Explores musical concepts and expression** **Objective 35 Explores dance and movement concepts** **Objective 36 Explores drama through actions and language**
CONTENT STANDARD / DOMAIN	A.	The Arts (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Exploring the Arts
INDICATORS OF PROGRESS /	A2.	Child can distinguish differences within each area of artistic expression

STRAND		
INDICATORS OF PROGRESS	A2.3.	Chooses a artistic expression of their choice *GOLD*® Objectives for Development and Learning Objective 33 Explores the visual arts Objective **34** Explores musical concepts and expression Objective **35** Explores dance and movement concepts Objective **36** Explores drama through actions and language
CONTENT STANDARD / DOMAIN	A.	The Arts (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Using the Arts to Express Ideas and Emotions
INDICATORS OF PROGRESS / STRAND	A3.	Child demonstrates interest and emotions in artistic expression
INDICATORS OF PROGRESS	A3.3.	Chooses to spend time in artistic expression with available materials (paint, crayons, dramatic play, music etc...) and shares ideas *GOLD*® Objectives for Development and Learning Objective 33 Explores the visual arts Objective **34** Explores musical concepts and expression Objective **35** Explores dance and movement concepts Objective **36** Explores drama through actions and language
CONTENT STANDARD / DOMAIN	A.	The Arts (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Using the Arts to Express Ideas and Emotions
INDICATORS OF PROGRESS / STRAND	A4.	Child understands patterns in artistic media
INDICATORS OF PROGRESS	A4.3.	Begins to duplicate artistic patterns *GOLD*® Objectives for Development and Learning Objective **23** Demonstrates knowledge of patterns Objective **23.4 Copies simple repeating patterns**
CONTENT STANDARD / DOMAIN	A.	The Arts (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Self-Expression in the Arts
INDICATORS OF PROGRESS / STRAND	A5.	Child uses art for self-expression
INDICATORS OF PROGRESS	A5.3.	Shares feelings and ideas through the arts *GOLD*® Objectives for Development and Learning Objective 33 Explores the visual arts Objective **34** Explores musical concepts and expression

		Objective **35** Explores dance and movement concepts Objective **36** Explores drama through actions and language
CONTENT STANDARD / DOMAIN	**LLC.**	**Language, Literacy and Communications: Cognitive (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Listening and Understanding; Receptive Language**
INDICATORS OF PROGRESS / STRAND	**L1.**	**Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)**
INDICATORS OF PROGRESS	**L1.8.**	**Shows understanding of questions and statements about people, objects, ideas, and feelings** *GOLD*® **Objectives for Development and Learning** Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective **8a.4 Identifies familiar people, animals, and objects when prompted**
INDICATORS OF PROGRESS	**L1.9.**	**Points to or places an object in/out, under/over and top/bottom when asked** *GOLD*® **Objectives for Development and Learning** Objective **21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** Objective **21a.4 Follows simple directions related to proximity (beside, between, next to)**
INDICATORS OF PROGRESS	**L1.10.**	**Notices when adults use unusual or uncommon words** *GOLD*® **Objectives for Development and Learning** Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective **8a.4 Identifies familiar people, animals, and objects when prompted**
CONTENT STANDARD / DOMAIN	**LLC.**	**Language, Literacy and Communications: Cognitive (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Communicating and Speaking; Expressive Language**
INDICATORS OF PROGRESS / STRAND	**L2.**	**Social conversation: Child meaningfully engages in talk**
INDICATORS OF PROGRESS	**L2.7.**	**Uses sounds, signs, words, phrases for desires and interests** *GOLD*® **Objectives for Development and Learning** 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**
CONTENT STANDARD / DOMAIN	**LLC.**	**Language, Literacy and Communications: Cognitive (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Communicating and Speaking; Expressive Language**
INDICATORS OF PROGRESS /	**L3.**	**Vocabulary and syntax: Child understands word order and grammatical rules**

STRAND		
INDICATORS OF PROGRESS	L3.7.	Uses increasingly complex and varied vocabulary and language *GOLD*® Objectives for Development and Learning Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.4 Names familiar, people, animals, and objects**
INDICATORS OF PROGRESS	L3.8.	Rapidly increases use of descriptive words such as giant, scary, silly *GOLD*® Objectives for Development and Learning Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.5 Emerging to 9a.6 Describes and tells the use of many familiar items**
INDICATORS OF PROGRESS	L3.9.	Uses verbs such as have, had, or will in everyday conversation *GOLD*® Objectives for Development and Learning Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** Objective **9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly**
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Emergent Reading
INDICATORS OF PROGRESS / STRAND	L4.	Motivation, engagement: Child has an interest in and sustained attention for literacy acts
INDICATORS OF PROGRESS	L4.7.	Shows interest in both pictures and text *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts b. Uses emergent reading skills** 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**
INDICATORS OF PROGRESS	L4.8.	Asks for or picks out favorite texts *GOLD*® Objectives for Development and Learning Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** Objective **17a.2 Shows interest in books**
INDICATORS OF PROGRESS	L4.9.	Focuses on a book while listening to the reader *GOLD*® Objectives for Development and Learning Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**

		Objective 17a.2 Shows interest in books
CONTENT STANDARD / DOMAIN	**LLC.**	**Language, Literacy and Communications: Cognitive (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Emergent Reading**
INDICATORS OF PROGRESS / STRAND	**L5.**	**Phonological awareness: Child is able to hear and understand the discrete sounds that make up language**
INDICATORS OF PROGRESS	**L5.7.**	**Repeats different sounds in rhymes and familiar words** ***GOLD*® Objectives for Development and Learning** **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme** **Objective 15a.2 Joins in rhyming songs and games**
INDICATORS OF PROGRESS	**L5.8.**	**Distinguishes between spoken language and environmental sounds** ***GOLD*® Objectives for Development and Learning** **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**
INDICATORS OF PROGRESS	**L5.9.**	**Recalls previously heard words, songs, and rhymes** ***GOLD*® Objectives for Development and Learning** **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme** **Objective 15a.2 Joins in rhyming songs and games**
CONTENT STANDARD / DOMAIN	**LLC.**	**Language, Literacy and Communications: Cognitive (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Emergent Reading**
INDICATORS OF PROGRESS / STRAND	**L6.**	**Letter recognition: Child recognizes the shapes of letters and recalls the names of letters**
INDICATORS OF PROGRESS	**L6.4.**	**Recognizes symbols, colors, and shapes** ***GOLD*® Objectives for Development and Learning** **Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters** **Objective 16a.1 Emerging to 16a.2 Recognizes and names a few letters in own name**
CONTENT STANDARD / DOMAIN	**LLC.**	**Language, Literacy and Communications: Cognitive (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Emergent Reading**
INDICATORS OF PROGRESS / STRAND	**L7.**	**Concepts of print: Child understands the fundamentals of print, such as orientation, organization, and features of print**
INDICATORS OF PROGRESS	**L7.5.**	**Identifies front and back of book**

		GOLD® Objectives for Development and Learning 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
INDICATORS OF PROGRESS	L7.6.	Demonstrates understanding that print has meaning GOLD® Objectives for Development and Learning Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Emergent Reading
INDICATORS OF PROGRESS / STRAND	L8.	Comprehension of narrative text: Child understands the events and order of events in a story
INDICATORS OF PROGRESS	L8.7.	Asks and answers questions during story reading GOLD® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
INDICATORS OF PROGRESS	L8.8.	Acts out, draws, or describes parts of a story GOLD® Objectives for Development and Learning Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.2 Retells some events or information from a familiar story or other text with close adult prompting
INDICATORS OF PROGRESS	L8.9.	Can identify and describe basic information from the text GOLD® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Emergent Reading
INDICATORS OF PROGRESS / STRAND	L9.	Writing conventions: Child understands the forms and function of written language
INDICATORS OF PROGRESS	L9.6.	Uses scribbles, shapes, or pictures to represent thoughts and ideas

		GOLD® Objectives for Development and Learning Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
INDICATORS OF PROGRESS	L9.7.	Demonstrates interest in writing as a way of communicating *GOLD®* Objectives for Development and Learning Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
CONTENT STANDARD / DOMAIN	M.	Mathematics (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Number Knowledge
INDICATORS OF PROGRESS / STRAND	M1.	Rote counting: The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity
INDICATORS OF PROGRESS	M1.5.	Recites number words but not necessarily in the correct order *GOLD®* Objectives for Development and Learning Objective 20 Uses number concepts and operations a. Counts Objective **20a.2 Verbally counts (not always in the correct order)**
INDICATORS OF PROGRESS	M1.6.	Recites number words correctly, up to 3 *GOLD®* Objectives for Development and Learning 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
INDICATORS OF PROGRESS	M1.7.	Names familiar numerals *GOLD®* Objectives for Development and Learning • Objective **20 Uses number concepts and operations c. Connects numerals with their quantities** Objective **20c.2 Recognizes and names a few numerals**
CONTENT STANDARD / DOMAIN	M.	Mathematics (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Number Knowledge
INDICATORS OF PROGRESS / STRAND	M2.	Meaningful Counting: The child uses counting to identify how many items are in a set, using one to one correspondence; uses number words to identify "how many"
INDICATORS OF PROGRESS	M2.1.	Imitates one to one correspondence *GOLD®* Objectives for Development and Learning

		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
CONTENT STANDARD / DOMAIN	M.	Mathematics (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Number Knowledge
INDICATORS OF PROGRESS / STRAND	M3.	Cardinality: The child associates each of one or more number words to a unique and exact quantity, and knows that the final number word used when counting out an item set represents the exact number of items in the set
INDICATORS OF PROGRESS	M3.2.	Gives 1 item correctly, upon request GOLD® Objectives for Development and Learning 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
INDICATORS OF PROGRESS	M3.3.	Gives 2 items or more upon request for 2, inconsistently GOLD® Objectives for Development and Learning 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
CONTENT STANDARD / DOMAIN	M.	Mathematics (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Number Knowledge
INDICATORS OF PROGRESS / STRAND	M4.	Ordinality: The child matches symbols (digits or numerals) to a position in a sequence
INDICATORS OF PROGRESS	M4.1.	Identifies first or second item in a sequence, upon request GOLD® Objectives for Development and Learning Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.2 Knows a few ordinal numbers
CONTENT STANDARD / DOMAIN	M.	Mathematics (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Number Knowledge
INDICATORS OF PROGRESS / STRAND	M5.	Comparing numbers and quantities: The child uses organizing strategies to know how many objects they have
INDICATORS OF PROGRESS	M5.5.	Compares two sets of up to 4 objects accurately using terms like more/less; a little/a lot GOLD® Objectives for Development and Learning • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small

		set (up to five) instantly; combines and separates up to five objects and describes the parts
CONTENT STANDARD / DOMAIN	M.	Mathematics (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Number Knowledge
INDICATORS OF PROGRESS / STRAND	M6.	Relation and operations: The child can create a set or subset based on a rule, can combine or separate sets, and recognize the amount of items in a set does not change when the set arrangement changes
INDICATORS OF PROGRESS	M6.1.	Notices when the quantity of a set of up to 4 objects has increased or decreased *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
CONTENT STANDARD / DOMAIN	M.	Mathematics (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Measurement
INDICATORS OF PROGRESS / STRAND	M7.	Measurement: Child recognizes and makes comparisons of measurable attributes (length, height, width, area, volume, physical distance, time duration.)
INDICATORS OF PROGRESS	M7.3.	Brings objects closer together to compare them *GOLD*® Objectives for Development and Learning Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
INDICATORS OF PROGRESS	M7.4.	Imitates using an object to measure another object *GOLD*® Objectives for Development and Learning Objective 22 Compares and measures a. Measures objects Objective 22a.5 Emerging to 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
INDICATORS OF PROGRESS	M7.5.	Identifies which of two small sets (less than 4) is more upon request *GOLD*® Objectives for Development and Learning • 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
INDICATORS OF PROGRESS	M7.6.	Uses language to describe "full" and "empty" *GOLD*® Objectives for Development and Learning

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		Objective 22 Compares and measures a. Measures objects Objective **22a.2 Makes simple comparisons between two objects**
CONTENT STANDARD / DOMAIN	**M.**	**Mathematics (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Patterns**
INDICATORS OF PROGRESS / STRAND	**M8.**	**Repeating patterns: The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity**
INDICATORS OF PROGRESS	**M8.4.**	**Follows an unfamiliar simple pattern (sound, body, color, size, movement)** *GOLD*® **Objectives for Development and Learning** **Objective 23 Demonstrates knowledge of patterns** **Objective 23.4 Copies simple repeating patterns**
CONTENT STANDARD / DOMAIN	**M.**	**Mathematics (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Geometry and Spatial Thinking**
INDICATORS OF PROGRESS / STRAND	**M9.**	**Knowledge and visualization of shapes: The child recognizes shapes, can describe 2 dimensional (2D) and 3 dimensional (3D) shapes and manipulate shapes with purpose.**
INDICATORS OF PROGRESS	**M9.2.**	**Begins to recognize 2 dimensional (2D) and 3 dimensional (3D) shapes such as circles, spheres, squares, and cubes, such as by sorting or puzzle pieces** *GOLD*® **Objectives for Development and Learning** **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes** **Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)**
CONTENT STANDARD / DOMAIN	**M.**	**Mathematics (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Geometry and Spatial Thinking**
INDICATORS OF PROGRESS / STRAND	**M10.**	**Transformations and symmetry: The child can locate and manipulate shapes in space**
INDICATORS OF PROGRESS	**M10.4.**	**Adjusts position and movement of own body relative to objects** *GOLD*® **Objectives for Development and Learning** **Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** **Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)**
INDICATORS OF PROGRESS	**M10.5.**	**Explores how objects fit together in space** *GOLD*® **Objectives for Development and Learning** **Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** **Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)**

INDICATORS OF PROGRESS	M10.6.	Rotates objects to fit through holes *GOLD*® **Objectives for Development and Learning** Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)
CONTENT STANDARD / DOMAIN	**M.**	**Mathematics (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Geometry and Spatial Thinking**
INDICATORS OF PROGRESS / STRAND	**M11.**	**Location, spatial relationships and landmark use: The child recognizes where a person or object is in relation to other people of objects**
INDICATORS OF PROGRESS	M11.3.	With verbal cues, uses simple maps to relate to real-world *GOLD*® **Objectives for Development and Learning** • Objective **21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)
CONTENT STANDARD / DOMAIN	**M.**	**Mathematics (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Data Analysis**
INDICATORS OF PROGRESS / STRAND	**M12.**	**Sorting: The child recognizes that objects can be sorted by attributes**
INDICATORS OF PROGRESS	M12.3.	Explores sorting *GOLD*® **Objectives for Development and Learning** Objective 13 Uses classification skills Objective 13.3 Emerging to 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
INDICATORS OF PROGRESS	M12.4.	Imitates sorting *GOLD*® **Objectives for Development and Learning** Objective 13 Uses classification skills Objective 13.3 Emerging to 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
CONTENT STANDARD / DOMAIN	**P.**	**Physical and Movement Development (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Gross Motor**
INDICATORS OF PROGRESS / STRAND	**P1.**	**Early infancy reflexive movements: Child moves involuntarily: not purposefully initiating movement**
INDICATORS OF PROGRESS	**P3.8.**	**Crawls up 3 to 5 stairs**

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		GOLD® **Objectives for Development and Learning** • Objective **4** Demonstrates traveling skills **Objective 4.4 Experiments with different ways of moving**
CONTENT STANDARD / DOMAIN	**P.**	**Physical and Movement Development (2-3 Years)**
PERFORMANCE INDICATOR / **DOMAIN COMPONENT**		**Gross Motor**
INDICATORS OF PROGRESS / **STRAND**	**P2.**	**Early infancy- movement In and out of position: Child moves voluntarily and purposefully**
INDICATORS OF PROGRESS	**P3.9.**	**Walks on some different surfaces** *GOLD®* **Objectives for Development and Learning** • Objective **4** Demonstrates traveling skills **Objective 4.4 Experiments with different ways of moving**
CONTENT STANDARD / DOMAIN	**P.**	**Physical and Movement Development (2-3 Years)**
PERFORMANCE INDICATOR / **DOMAIN COMPONENT**		**Gross Motor**
INDICATORS OF PROGRESS / **STRAND**	**P3.**	**Locomotion: Childs moves their body through space from one place to another**
INDICATORS OF PROGRESS	**P3.10.**	**Walks up and down a few stairs with adult support or holding handrail (step up on stair,** **then brings next foot to same stair)** *GOLD®* **Objectives for Development and Learning** • Objective **4** Demonstrates traveling skills **Objective 4.4 Experiments with different ways of moving**
INDICATORS OF PROGRESS	**P3.11.**	**Runs in games and freely** *GOLD®* **Objectives for Development and Learning** • Objective **4** Demonstrates traveling skills **Objective 4.4 Experiments with different ways of moving**
INDICATORS OF PROGRESS	**P3.12.**	**Climbs onto/off furniture** *GOLD®* **Objectives for Development and Learning** • Objective **4** Demonstrates traveling skills **Objective 4.4 Experiments with different ways of moving**
INDICATORS OF PROGRESS	**P3.13.**	**Jumps with two feet over a line** *GOLD®* **Objectives for Development and Learning** • Objective **5** Demonstrates balancing skills **Objective 5.6 Sustains balance during simple movement experiences**
CONTENT STANDARD / DOMAIN	**P.**	**Physical and Movement Development (2-3 Years)**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Gross Motor
INDICATORS OF PROGRESS / STRAND	P4.	Object control: Child can manipulate objects to propel or receive
INDICATORS OF PROGRESS	P4.3.	Pushes medium size ball forward with foot *GOLD*® Objectives for Development and Learning • Objective **6** Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements
INDICATORS OF PROGRESS	P4.4.	Rolls a small ball to close target *GOLD*® Objectives for Development and Learning • Objective **6** Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements
INDICATORS OF PROGRESS	P4.5.	Throws a small ball close to target *GOLD*® Objectives for Development and Learning • Objective **6** Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements
INDICATORS OF PROGRESS	P4.6.	Pushes with legs while sitting on a scooter or balance bike *GOLD*® Objectives for Development and Learning • Objective **5** Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing
CONTENT STANDARD / DOMAIN	P.	Physical and Movement Development (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fine Motor
INDICATORS OF PROGRESS / STRAND	P5.	Dexterity: Child can coordinate and control movement of hands and fingers to grasp and manipulate objects
INDICATORS OF PROGRESS	P5.9.	Turns pages of a book *GOLD*® Objectives for Development and Learning Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
INDICATORS OF PROGRESS	P5.10.	Grasps a crayon to scribble *GOLD*® Objectives for Development and Learning Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools

		Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
INDICATORS OF PROGRESS	P5.11.	**Stacks 4 blocks** *GOLD*® **Objectives for Development and Learning** • **Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects**
CONTENT STANDARD / DOMAIN	P.	**Physical and Movement Development (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Fine Motor**
INDICATORS OF PROGRESS / STRAND	P6.	**Self Care: Child participates in daily care routines for feeding, dressing and personal hygiene**
INDICATORS OF PROGRESS	P6.8.	**Attempts to dress self for indoors with support (help with buttons and zippers)** *GOLD*® **Objectives for Development and Learning** • **Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects**
INDICATORS OF PROGRESS	P6.9.	**Helps put away toys** *GOLD*® **Objectives for Development and Learning** • **Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects**
INDICATORS OF PROGRESS	P6.10.	**May use the bathroom with assistance** *GOLD*® **Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.4 Seeks to do things for self**
CONTENT STANDARD / DOMAIN	ST.	**Scientific Thinking: Discover (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Discover**
INDICATORS OF PROGRESS / STRAND	ST1.	**Observe and question: Child demonstrates awareness and engagement with phenomena, materials, and environment**
INDICATORS OF PROGRESS	ST1.4.	**Asks questions readily** *GOLD*® **Objectives for Development and Learning** **Objective 24 Uses scientific inquiry skills**
CONTENT STANDARD / DOMAIN	ST.	**Scientific Thinking: Discover (2-3 Years)**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Discover
INDICATORS OF PROGRESS / STRAND	ST2.	Investigate: Child actively shows wonder by demonstrating curiosity of self, others and surroundings
INDICATORS OF PROGRESS	ST2.4.	Engages with objects of interest – whether familiar or new- for extended periods of time *GOLD*® Objectives for Development and Learning • Objective **26 Demonstrates knowledge of the physical properties of objects and materials**
INDICATORS OF PROGRESS	ST2.5.	Explores properties of objects/materials to gain understanding *GOLD*® Objectives for Development and Learning • Objective **26 Demonstrates knowledge of the physical properties of objects and materials**
INDICATORS OF PROGRESS	ST2.6.	Identifies and uses some tools for their intended purpose *GOLD*® Objectives for Development and Learning Objective **28 Uses tools and other technology to perform tasks**
CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking: Discover (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Act
INDICATORS OF PROGRESS / STRAND	ST3.	Experiment: Child develops and completes a process based on a question, interest or anticipated outcome, adjusting as needed.
INDICATORS OF PROGRESS	ST3.7.	Approaches situations with intent to achieve a simple outcome *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.4 Practices an activity many times until successful**
INDICATORS OF PROGRESS	ST3.8.	Uses a variety of strategies to carry out ideas *GOLD*® Objectives for Development and Learning • 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**
INDICATORS OF PROGRESS	ST3.9.	Demonstrates ability to focus on multiple elements of a situation *GOLD*® Objectives for Development and Learning • 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**
INDICATORS OF PROGRESS	ST3.10.	Demonstrates resilience in trial and error process

		GOLD® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.4 Practices an activity many times until successful**
CONTENT STANDARD / DOMAIN	**ST.**	**Scientific Thinking: Discover (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Act**
INDICATORS OF PROGRESS / STRAND	**ST4.**	**Evaluate: Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions**
INDICATORS OF PROGRESS	**ST4.5.**	**Recognizes obvious differences among like objects** *GOLD*® **Objectives for Development and Learning** • Objective **26 Demonstrates knowledge of the physical properties of objects and materials**
CONTENT STANDARD / DOMAIN	**ST.**	**Scientific Thinking: Discover (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Integrate**
INDICATORS OF PROGRESS / STRAND	**ST4.**	**Evaluate: Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions**
INDICATORS OF PROGRESS	**ST4.6.**	**Makes guesses at possible explanations or conclusions** *GOLD*® **Objectives for Development and Learning** • Objective **24 Uses scientific inquiry skills**
CONTENT STANDARD / DOMAIN	**ST.**	**Scientific Thinking: Discover (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Integrate**
INDICATORS OF PROGRESS / STRAND	**ST5.**	**Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others**
INDICATORS OF PROGRESS	**ST5.5.**	**Describes details associated with an experience such as materials, possible causes and effects** *GOLD*® **Objectives for Development and Learning** • Objective **24 Uses scientific inquiry skills**
INDICATORS OF PROGRESS	**ST5.6.**	**Listens to others ideas and points of view** *GOLD*® **Objectives for Development and Learning** **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**

INDICATORS OF PROGRESS	ST5.7.	Shares stories and related experiences with others unprompted _GOLD®_ Objectives for Development and Learning Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.4 Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end
INDICATORS OF PROGRESS	ST5.8.	Scribbles or draws to show and/or share ideas _GOLD®_ Objectives for Development and Learning Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking: Discover (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integrate
INDICATORS OF PROGRESS / STRAND	ST6.	Apply: Child leverages and uses knowledge unprompted or in a new situation.
INDICATORS OF PROGRESS	ST6.3.	Generalizes knowledge gained from one situation to another _GOLD®_ Objectives for Development and Learning • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation
INDICATORS OF PROGRESS	ST6.4.	Recognizes relevant attributes to inform the development of a rule _GOLD®_ Objectives for Development and Learning • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation
CONTENT STANDARD / DOMAIN	SE.	Social and Emotional Development (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Self and Emotional Awareness
INDICATORS OF PROGRESS / STRAND	S1.	Confidence: Child demonstrates confidence "I am capable, I can experiment, I can make mistakes, and I can move on"
INDICATORS OF PROGRESS	S1.5.	Demonstrates or describes personal skills, likes, or dislikes _GOLD®_ Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking: Discover (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integrate
INDICATORS OF PROGRESS / STRAND	S1.	Confidence: Child demonstrates confidence "I am capable, I can experiment, I can make mistakes, and I can move on"
INDICATORS OF PROGRESS	S1.6.	Seeks help from adult to meet needs or solve problems *GOLD®* Objectives for Development and Learning 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
INDICATORS OF PROGRESS	S1.7.	Seeks out available social-emotional resources such as adults, peers or things for support *GOLD®* Objectives for Development and Learning 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
CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking: Discover (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integrate
INDICATORS OF PROGRESS / STRAND	S2.	Self-Awareness: Child demonstrates understanding and appreciation of uniqueness in own family, community, culture, and the world
INDICATORS OF PROGRESS	S2.3.	Identifies self as part of the family, culture, community, or group *GOLD®* Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
INDICATORS OF PROGRESS	S2.4.	Describes or labels self as a boy or girl *GOLD®* Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking: Discover (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integrate
INDICATORS OF PROGRESS / STRAND	S3.	Emotions: Child demonstrates understanding of own emotions, others' emotions, and awareness of emotions becoming reactions and behaviors
INDICATORS OF PROGRESS	S3.5.	Recognizes and describes own emotions *GOLD®* Objectives for Development and Learning 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
INDICATORS OF PROGRESS	S3.6.	Shows some understanding of others' emotional expressions *GOLD®* Objectives for Development and Learning Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking: Discover (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Self-Management
INDICATORS OF PROGRESS / STRAND	S4.	Managing thinking: Child manages attention and thoughts
INDICATORS OF PROGRESS	S4.6.	Frequently pays attention to both familiar and new objects and experiences *GOLD®* Objectives for Development and Learning 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
INDICATORS OF PROGRESS	S4.7.	Chooses from a variety of options within the environment *GOLD®* Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATORS OF PROGRESS	S4.8.	Responds to soothing or redirection when playing or learning does not go as expected *GOLD®* Objectives for Development and Learning Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking: Discover (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Self-Management
INDICATORS OF PROGRESS / STRAND	S5.	Managing emotions and behaviors: Child manages emotions, impulses, and behaviors with assistance from others and independently
INDICATORS OF PROGRESS	S5.11.	Uses a wide variety of self-comforting behaviors *GOLD®* Objectives for Development and Learning Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
INDICATORS OF PROGRESS	S5.12.	Communicates specific needs, wants, and discomfort to adults

		GOLD® Objectives for Development and Learning Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective **1c.6 Demonstrates confidence in meeting own needs**
INDICATORS OF PROGRESS	S5.13.	**Anticipates the need for comfort and tries to prepare self for changes in routine** GOLD® **Objectives for Development and Learning** Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective **1c.6 Demonstrates confidence in meeting own needs**
INDICATORS OF PROGRESS	S5.14.	**Follows simple expectations to manage emotions and behaviors, but may require reminders or assistance, particularly during more intense feelings or circumstances** GOLD® **Objectives for Development and Learning** • 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**
INDICATORS OF PROGRESS	S5.15.	**Waits briefly to obtain something desired** GOLD® **Objectives for Development and Learning** Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective **1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification**
CONTENT STANDARD / DOMAIN	ST.	**Scientific Thinking: Discover (2-3 Years)**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Social Understanding and Relationships**
INDICATORS OF PROGRESS / STRAND	S6.	**Social responsiveness: Child notices and responds to others and their emotions**
INDICATORS OF PROGRESS	S6.5.	**Identifies others' basic emotional cues** GOLD® **Objectives for Development and Learning** 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**
INDICATORS OF PROGRESS	S6.6.	**Shows concern for others through efforts to help or comfort** GOLD® **Objectives for Development and Learning** Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective **2b.4 Demonstrates concern about the feelings of others**
CONTENT STANDARD / DOMAIN	ST.	**Scientific Thinking: Discover (2-3 Years)**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Social Understanding and Relationships
INDICATORS OF PROGRESS / STRAND	S7.	Building relationships: Child establishes and sustains relationships with
INDICATORS OF PROGRESS	S7.6.	Seeks out familiar adults and children for conversation and play *GOLD*® Objectives for Development and Learning Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.3 Emerging to 2c.4 Uses successful strategies for entering groups
INDICATORS OF PROGRESS	S7.7.	Manages routine separations with decreasing amount of distress *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking: Discover (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Social Understanding and Relationships
INDICATORS OF PROGRESS / STRAND	S8.	Social skills: Child responds to and interact with others in a meaningful way
INDICATORS OF PROGRESS	S8.4.	Enters play groups using various strategies *GOLD*® Objectives for Development and Learning Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
INDICATORS OF PROGRESS	S8.5.	Seeks a preferred playmate *GOLD*® Objectives for Development and Learning Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.4 Plays with one or two preferred playmates
INDICATORS OF PROGRESS	S8.6.	Shows flexibility in roles during play *GOLD*® Objectives for Development and Learning Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
CONTENT STANDARD / DOMAIN	SS.	Social Systems: Cognitive (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Community, People and Relationships
INDICATORS OF PROGRESS / STRAND	SS1.	Self-identity in the community: Understands the different ways people form their identity

INDICATORS OF PROGRESS	SS1.4.	Begins to explore the physical characteristics that make an individual unique *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
CONTENT STANDARD / DOMAIN	SS.	Social Systems: Cognitive (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Community, People and Relationships
INDICATORS OF PROGRESS / STRAND		Self-identity in the community: Understands the different ways people form their identity
INDICATORS OF PROGRESS	SS1.5.	Asks questions about similarities and differences in other people in the community *GOLD*® Objectives for Development and Learning Objective **30 Shows basic understanding of people and how they live**
CONTENT STANDARD / DOMAIN	SS.	Social Systems: Cognitive (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Community, People and Relationships
INDICATORS OF PROGRESS / STRAND	SS2.	Civics: Child understands what it means to be a member of a community
INDICATORS OF PROGRESS	SS2.5.	Demonstrates an understanding of the expectations in a familiar environment *GOLD*® Objectives for Development and Learning Objective **30 Shows basic understanding of people and how they live**
CONTENT STANDARD / DOMAIN	SS.	Social Systems: Cognitive (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Change over Time
INDICATORS OF PROGRESS / STRAND	SS3.	Personal history: Child explores the concepts of past, present and future in relation to personally significant events
INDICATORS OF PROGRESS	S3.3.	Begins to use language about time *GOLD*® Objectives for Development and Learning • Objective **31 Explores change related to familiar people or places**
INDICATORS OF PROGRESS	S3.4.	Notices age and size differences between self and others *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
INDICATORS OF PROGRESS	S3.5.	Notices change in a daily routine *GOLD*® Objectives for Development and Learning • Objective **31 Explores change related to familiar people or places**
CONTENT STANDARD / DOMAIN	SS.	Social Systems: Cognitive (2-3 Years)

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Environment
INDICATORS OF PROGRESS / STRAND	SS5.	Conservation: Understands that some environmental resources are limited
INDICATORS OF PROGRESS	SS5.3.	With modeling and support begins to explore conservation concepts such as reducing, reusing, and recycling *GOLD*® Objectives for Development and Learning • Objective **27 Demonstrates knowledge of Earth's environment**
CONTENT STANDARD / DOMAIN	SS.	Social Systems: Cognitive (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Environment
INDICATORS OF PROGRESS / STRAND	SS6.	Physical characteristics of community: Child can identify important physical features in their environment
INDICATORS OF PROGRESS	SS6.2.	Explores physical environments where people live, work and play *GOLD*® Objectives for Development and Learning Objective **32 Demonstrates simple geographic knowledge**
CONTENT STANDARD / DOMAIN	SS.	Social Systems: Cognitive (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Economics
INDICATORS OF PROGRESS / STRAND	SS7.	Economic reasoning: Child begins to understand basic economic principles
INDICATORS OF PROGRESS	SS7.1.	Participates in turn taking activities with support *GOLD*® Objectives for Development and Learning 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**
INDICATORS OF PROGRESS	SS7.2.	Asks for needs to be met *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.4 Seeks to do things for self**
INDICATORS OF PROGRESS	SS7.3.	Explores the exchange of goods *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**