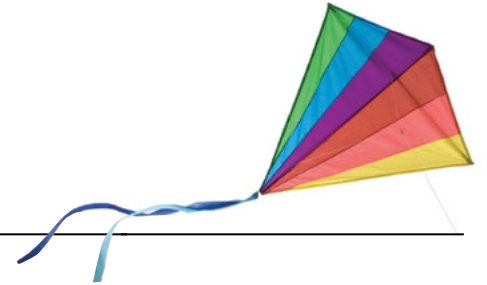




Alignment of



GOLD®

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



WITH

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

aligned to

Maine Early Childhood Learning Guidelines

Ages three to five, adopted 2005

STRAND / DOMAIN	ME.SED-48.	Social and Emotional Development (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	SED-48.1.	Emotional Development
STANDARD	SED-48.1.1.	Emotional Development - Self Concept
EXPECTATION	SED-48.1.1.1.	<p>Develops and communicates a growing awareness of self as having certain abilities, characteristics, preferences and rights</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self</p>
EXPECTATION	SED-48.1.1.2.	<p>Chooses individual activities</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
EXPECTATION	SED-48.1.1.3.	<p>Expresses self in different roles during pretend play</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
EXPECTATION	SED-48.1.1.4.	<p>Compares self with others</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self</p>
EXPECTATION	SED-48.1.1.5.	<p>Expresses own ideas and opinions</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self</p>
STRAND / DOMAIN	ME.SED-48.	Social and Emotional Development (End of 48 months)

CATEGORY / PERFORMANCE INDICATOR	SED-48.1.	Emotional Development
STANDARD	SED-48.1.2.	Emotional Development - Self-Regulation
EXPECTATION	SED-48.1.2.1.	<p>Begins to tell and follow basic safety guidelines and requirements</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
EXPECTATION	SED-48.1.2.2.	<p>Shows progress in appropriately expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others or property</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p>
EXPECTATION	SED-48.1.2.3.	<p>Demonstrates increasing competency in recognizing and describing own and others' emotions</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately</p>
EXPECTATION	SED-48.1.2.4.	<p>Develops increased capacity to share materials or caregiver/teacher's attention</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
EXPECTATION	SED-48.1.2.5.	<p>Shows increased ability to wait for his/her turn in a simple game or for use of equipment</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.4 Take turns</p>
EXPECTATION	SED-48.1.2.6.	<p>Will use private or inner speech to help remember the rules and standards of behavior</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p>
EXPECTATION	SED-48.1.2.7.	<p>Uses materials and equipment purposefully, safely and respectfully</p>



		<u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
EXPECTATION	SED-48.1.2.8.	Begins to accept consequences of own actions <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
EXPECTATION	SED-48.1.2.9.	Listens with interest and understanding to directions <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
EXPECTATION	SED-48.1.2.10.	Listens with interest and understanding during conversations <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders
STRAND / DOMAIN	ME.SED-48.	Social and Emotional Development (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	SED-48.1.	Emotional Development
STANDARD	SED-48.1.3.	Emotional Development - Sympathy and Empathy
EXPECTATION	SED-48.1.3.1.	Realizes and expresses how another child might feel <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately
EXPECTATION	SED-48.1.3.2.	Demonstrates awareness of feeling during pretend play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately

EXPECTATION	SED-48.1.3.3.	<p>Recognizes other children's kind behaviors</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately</p>
STRAND / DOMAIN	ME.SED-48.	Social and Emotional Development (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	SED-48.1.	Emotional Development
STANDARD	SED-48.1.4.	Emotional Development - Adapting to Diverse Settings
EXPECTATION	SED-48.1.4.1.	<p>Explores objects and materials, and interacts with others in a variety of new settings</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
EXPECTATION	SED-48.1.4.2.	<p>Begins to demonstrate ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/ attendance</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
STRAND / DOMAIN	ME.SED-48.	Social and Emotional Development (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	SED-48.2.	Social Development
STANDARD	SED-48.2.1.	Social Development-Building Relationships with Adults
EXPECTATION	SED-48.2.1.1.	<p>Separates with assistance from significant adults, without undue anxiety, in familiar settings</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.6 Manages separations without distress and engages with trusted adults</p>
EXPECTATION	SED-48.2.1.2.	<p>Approaches adults for assistance</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.6 Manages separations without distress and engages with trusted adults</p>

EXPECTATION	SED-48.2.1.3.	Offers to assist adults <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION	SED-48.2.1.4.	Expresses affection for significant adults <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
EXPECTATION	SED-48.2.1.5.	Follows caregivers'/teachers' guidance for appropriate behavior in different environments <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
EXPECTATION	SED-48.2.1.6.	Interacts appropriately with familiar adult(s) and peers <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
EXPECTATION	SED-48.2.1.7.	Identifies known safety roles and distinguishes between trusted and unknown adults <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
STRAND / DOMAIN	ME.SED-48.	Social and Emotional Development (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	SED-48.2.	Social Development
STANDARD	SED-48.2.2.	Social Development-Building Relationships with Children
EXPECTATION	SED-48.2.2.1.	Separates willingly from adults to play with friends <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
EXPECTATION	SED-48.2.2.2.	Plays beside and interacts with peers

		<u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
EXPECTATION	SED-48.2.2.3.	Shows enjoyment in playing with other children <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
EXPECTATION	SED-48.2.2.4.	Participates in group glee <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
EXPECTATION	SED-48.2.2.5.	Has at least one other friend and begins to show preference for particular playmate <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.4 Plays with one or two preferred playmates
EXPECTATION	SED-48.2.2.6.	Leads or participates in planning cooperative play with others <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
EXPECTATION	SED-48.2.2.7.	Understands the concept of “mine” and “his/hers” <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Takes turns
EXPECTATION	SED-48.2.2.8.	Joins a group of other playing children with adult prompts, as needed <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.3 Emerging to 2c.4 Uses successful strategies for entering groups
STRAND / DOMAIN	ME.SED-48.	Social and Emotional Development (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	SED-48.2.	Social Development
STANDARD	SED-48.2.3.	Social Development-Respecting Similarities and Differences

EXPECTATION	SED-48.2.3.1.	Compares similarities or difference of others' physical characteristics, interests, and abilities, may use self as a reference <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
EXPECTATION	SED-48.2.3.2.	Develops varied relationships with others based upon shared experiences and engagement in activities not based upon gender, ethnic background or special needs <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.4 Plays with one or two preferred playmates
EXPECTATION	SED-48.2.3.3.	Carries on sustained interaction with adults in their world <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
EXPECTATION	SED-48.2.3.4.	Asks questions about other families, ethnicity, language, cultural heritage, and differences in physical characteristics <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION	SED-48.2.3.5.	Begins to demonstrate an understanding of inclusion or fairness through words and actions <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Takes turns
STRAND / DOMAIN	ME.AL-48.	Approaches to Learning (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	AL-48.1.	Initiative & Curiosity
STANDARD	AL-48.1.1.	Expresses (verbally or nonverbally) an interest in a widening range of topics, ideas, and tasks <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
STANDARD	AL-48.1.2.	Shows interest in how and why others do things <u>GOLD® Objectives for Development and Learning</u>

		<ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
STANDARD	AL-48.1.3.	<p>Develops increased ability to make independent choices</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
STANDARD	AL-48.1.4.	<p>Explores materials and actively uses them to follow through on an idea</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.4 Explores and investigates ways to make something happen</p>
STRAND / DOMAIN	ME.AL-48.	Approaches to Learning (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	AL-48.2.	Engagement & Persistence
STANDARD	AL-48.2.1.	<p>Engages in individual or group activities that express real life experiences, ideas, knowledge, feelings, and fantasy</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <p>Objective 11e.4 Uses creativity and imagination during play and routine tasks</p>
STANDARD	AL-48.2.2.	<p>Participates in an increasing variety of tasks and activities</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</p>
STANDARD	AL-48.2.3.	<p>Begins to sets goals, develops plans, and completes tasks</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</p>
STANDARD	AL-48.2.4.	<p>Demonstrates an increasing capacity to maintain concentration for a meaningful period of time</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>



STRAND / DOMAIN	ME.AL-48.	Approaches to Learning (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	AL-48.3.	Reflection & Problem-Solving
STANDARD	AL-48.3.1.	<p>Recognizes and attempts to solve problems through trial and error and by interacting with peers and adults</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</p>
STANDARD	AL-48.3.2.	<p>Explains part, or all, of the problem when asking for help</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</p>
STANDARD	AL-48.3.3.	<p>Uses self-talk to guide when solving a problem</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</p>
STRAND / DOMAIN	ME.CA-48.	Creative Arts (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	CA-48.1.	Visual Arts
STANDARD	CA-48.1.1.	<p>Uses a variety of art-making tools</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts
STANDARD	CA-48.1.2.	<p>Shares art materials and begins to work with peers on a group artwork</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts
STANDARD	CA-48.1.3.	<p>Chooses artwork to display and keep based on personal preferences</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts
STANDARD	CA-48.1.4.	<p>Explores a variety of developmentally appropriate materials and media to create 2 and 3 dimensional artwork</p> <p><u>GOLD® Objectives for Development and Learning</u></p>



		• Objective 33 Explores the visual arts
STANDARD	CA-48.1.5.	Begins to use art materials safely and appropriately <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD	CA-48.1.6.	Observes and discusses artwork created by both adults and children <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STRAND / DOMAIN	ME.CA-48.	Creative Arts (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	CA-48.2.	Movement and Dance
STANDARD	CA-48.2.1.	Responds in movement to a variety of sensory stimuli (e.g. audio, visual, and tactile) <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STANDARD	CA-48.2.2.	Engages in various types of music and rhythm activities through movement <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STANDARD	CA-48.2.3.	Demonstrates awareness of body in space and moves with developing control <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STRAND / DOMAIN	ME.CA-48.	Creative Arts (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	CA-48.3.	Music
STANDARD	CA-48.3.1.	Recognizes different patterns of tempo, rhythm and pitch <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STANDARD	CA-48.3.2.	Develops ability to sing expressively <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STANDARD	CA-48.3.3.	Listens to and explores various kinds of music and instruments, and natural sounds <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STRAND / DOMAIN	ME.CA-48.	Creative Arts (End of 48 months)

CATEGORY / PERFORMANCE INDICATOR	CA-48.4.	Dramatic Play/Performance
STANDARD	CA-48.4.1.	Dramatic Expression
EXPECTATION	CA-48.4.1.1.	Begins to use objects for other than their intended purpose during play <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
EXPECTATION	CA-48.4.1.2.	Begins to identify real and make-believe <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
EXPECTATION	CA-48.4.1.3.	Explores new and familiar situations through dramatic play <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
STRAND / DOMAIN	ME.ELL-48.	Early Language and Literacy (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	ELL-48.1.	Speaking and Listening
STANDARD	ELL-48.1.1.	Comprehension & Collaboration
EXPECTATION	ELL-48.1.1.1.	Begins to engage in collaborative conversations about preschool topics and texts with peers and adults in small and larger groups <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.6 Engages in conversations of at least three exchanges
STRAND / DOMAIN	ME.ELL-48.	Early Language and Literacy (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	ELL-48.1.	Speaking and Listening
STANDARD	ELL-48.1.1.	Comprehension & Collaboration
EXPECTATION	ELL-48.1.1.2.	Begins to confirm understanding of a text read aloud or information presented orally or through other media by asking & answering questions <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
EXPECTATION	ELL-48.1.1.3.	Begins to ask questions in order to seek help, get information, or clarify something that is

		<p>not understood</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
STRAND / DOMAIN	ME.ELL-48.	Early Language and Literacy (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	ELL-48.1.	Speaking and Listening
STANDARD	ELL-48.1.2.	Presentation of Knowledge & Ideas
EXPECTATION	ELL-48.1.2.1.	<p>Begins to describe familiar people, places, things, and events</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.6 Describes and tells the use of many familiar items</p>
EXPECTATION	ELL-48.1.2.2.	<p>Begins to speak audibly and, with prompting and support, express thoughts, feelings, and ideas</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words</p>
STRAND / DOMAIN	ME.ELL-48.	Early Language and Literacy (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	ELL-48.2.	Language Standards
STANDARD	ELL-48.2.1.	Conventions of Standard English
EXPECTATION	ELL-48.2.1.1.	Begins to demonstrate understanding of the conventions of Standard English grammar and usage when writing or speaking:
GRADE EXPECTATION	ELL-48.2.1.1.1.	<p>Prints some letter and/or letter-like symbols</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills c. Writes using conventions <p>Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of letter-sound relationships</p>
GRADE EXPECTATION	ELL-48.2.1.1.2.	<p>Uses frequently occurring nouns and verbs</p> <p><u>GOLD® Objectives for Development and Learning</u></p>

		<ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>
GRADE EXPECTATION	ELL-48.2.1.1.3.	<p>Begins to form some regular plural nouns orally by adding /s/ or/ es? (e.g. dog, dogs; wish wishes)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>
GRADE EXPECTATION	ELL-48.2.1.1.4.	<p>Begins to understand question words (e.g. who, what, where, when, why, how)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.7 Emerging to 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p>
GRADE EXPECTATION	ELL-48.2.1.1.5.	<p>Begins to understand the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.5 Emerging to 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance</p>
GRADE EXPECTATION	ELL-48.2.1.1.6.	<p>Begins to speak in complete sentences</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.6 Uses complete, four- to six-word sentences</p>
STRAND / DOMAIN	ME.ELL-48.	Early Language and Literacy (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	ELL-48.2.	Language Standards
STANDARD	ELL-48.2.2.	Vocabulary Acquisition & Use
EXPECTATION	ELL-48.2.2.1.	Begins to ask and answer questions about the meanings of new words and phrases introduced through books, activities and play:
GRADE EXPECTATION	ELL-48.2.2.1.1.	Begins to generate words that are similar in meaning (e.g. happy/glad, angry/mad)

		<u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.7 Emerging to 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
STRAND / DOMAIN	ME.ELL-48.	Early Language and Literacy (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	ELL-48.2.	Language Standards
STANDARD	ELL-48.2.2.	Vocabulary Acquisition & Use
EXPECTATION	ELL-48.2.2.2.	Begins to explore word relationships and meanings:
GRADE EXPECTATION	ELL-48.2.2.2.1.	Begins to sort common objects into categories (e.g. big/small, living/nonliving) <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
GRADE EXPECTATION	ELL-48.2.2.2.2.	Begins to apply words learned in classroom activities to real-life examples (e.g., names places in school that are fun, quiet, or noisy) <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.7 Emerging to 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs
STRAND / DOMAIN	ME.ELL-48.	Early Language and Literacy (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	ELL-48.2.	Language Standards
STANDARD	ELL-48.2.2.	Vocabulary Acquisition & Use
EXPECTATION	ELL-48.2.2.3.	Begins to use words and phrases acquired through conversations, listening to books read aloud, activities, and play <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.7 Emerging to 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

STRAND / DOMAIN	ME.RL-48.	Reading Standards for Literature (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	RL-48.1.	Key Ideas & Details
STANDARD	RL-48.1.1.	With prompting and support:
EXPECTATION	RL-48.1.1.1.	Engages and interacts during story reading <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
EXPECTATION	RL-48.1.1.2.	Retells information from a story <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts
EXPECTATION	RL-48.1.1.3.	Demonstrates understanding of whom or what a story is about <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
STRAND / DOMAIN	ME.RL-48.	Reading Standards for Literature (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	RL-48.2.	Craft & Structure
STANDARD	RL-48.2.1.	Makes observations about words and pictures in books <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
STANDARD	RL-48.2.2.	Begins to understand that a book has a title, author & illustrator <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.5 Emerging to 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors
STRAND / DOMAIN	ME.RL-48.	Reading Standards for Literature (End of 48 months)
CATEGORY / PERFORMANCE	RL-48.3.	Integration of Knowledge & Ideas

INDICATOR		
STANDARD	RL-48.3.1.	<p>Makes observations about the use of words and pictures</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
STANDARD	RL-48.3.2.	<p>Begins to make connections between a story or poem and one's own experiences</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
STRAND / DOMAIN	ME.RL-48.	Reading Standards for Literature (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	RL-48.4.	Reading & Level of Text Complexity
STANDARD	RL-48.4.1.	<p>Seeks out experiences (individually and in groups) with pictures, books, and other print materials</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
STRAND / DOMAIN	ME.RL-48.	Reading Standards for Literature (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	RL-48.5.	Reading Standards for Informational Text
STANDARD	RL-48.5.1.	Details-Informational Text
EXPECTATION	RL-48.5.1.1.	With prompting and support:
GRADE EXPECTATION	RL-48.5.1.1.1.	<p>Engages and interacts during reading of an informational text</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
GRADE EXPECTATION	RL-48.5.1.1.2.	<p>Recognizes that books provide information about the world</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
GRADE EXPECTATION	RL-48.5.1.1.3.	Recalls some information from an informational text read aloud or shared visually



		<u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
STRAND / DOMAIN	ME.RL-48.	Reading Standards for Literature (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	RL-48.5.	Reading Standards for Informational Text
STANDARD	RL-48.5.2.	Structure-Informational text
EXPECTATION	RL-48.5.2.1.	Makes observations about words and pictures in an informational text <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
EXPECTATION	RL-48.5.2.2.	Begins to display appropriate book-handling behaviors-oriens book as if to be read, points to title, turns pages in a single direction <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
EXPECTATION	RL-48.5.2.3.	Begins to understand that books have titles, authors, and illustrators <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.5 Emerging to 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors
STRAND / DOMAIN	ME.RL-48.	Reading Standards for Literature (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	RL-48.5.	Reading Standards for Informational Text
STANDARD	RL-48.5.3.	Integration of Knowledge Ideas
EXPECTATION	RL-48.5.3.1.	Describes important details from a photograph or illustration <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
EXPECTATION	RL-48.5.3.2.	Begins to recognize that information on a topic can be found in more than one text

		<u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
STRAND / DOMAIN	ME.RL-48.	Reading Standards for Literature (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	RL-48.5.	Reading Standards for Informational Text
STANDARD	RL-48.5.4.	Range of Reading Level of Text Complexity
EXPECTATION	RL-48.5.4.1.	Seeks out experiences with informational text materials <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
STRAND / DOMAIN	ME.RL-48.	Reading Standards for Literature (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	RL-48.6.	Foundational Skills
STANDARD	RL-48.6.1.	Print Concepts
EXPECTATION	RL-48.6.1.1.	Begins to display appropriate book-handling behaviors and begin to recognize print conventions:
GRADE EXPECTATION	RL-48.6.1.1.1.	Holds a book as if to read, point to title, and opens book and turns pages in single direction <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
GRADE EXPECTATION	RL-48.6.1.1.2.	Recognizes print as something that can be read <u>GOLD® Objectives for Development and Learning</u> • 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
GRADE EXPECTATION	RL-48.6.1.1.3.	Recognizes and names the letters of his/her first name <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name
STRAND / DOMAIN	ME.RL-48.	Reading Standards for Literature (End of 48 months)



CATEGORY / PERFORMANCE INDICATOR	RL-48.6.	Foundational Skills
STANDARD	RL-48.6.2.	Phonological Awareness
EXPECTATION	RL-48.6.2.1.	With prompting and support, demonstrates an understanding of spoken words and syllables:
GRADE EXPECTATION	RL-48.6.2.1.1.	<p>Begins to recognize rhyming words</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.5 Emerging to 15a.6 Decides whether two words rhyme</p>
GRADE EXPECTATION	RL-48.6.2.1.2.	<p>Begins to count, pronounce, blend, and segment syllables in their own names</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.4 Shows awareness of separate syllables in words</p>
GRADE EXPECTATION	RL-48.6.2.1.3.	<p>Begins to isolate and pronounce the initial sounds (phonemes) in their own name and in some words</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration <p>Objective 15b.4 Shows awareness that some words begin the same way</p>
STRAND / DOMAIN	ME.RL-48.	Reading Standards for Literature (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	RL-48.6.	Foundational Skills
STANDARD	RL-48.6.3.	Phonics & Word Recognition
EXPECTATION	RL-48.6.3.1.	With prompting and support:
GRADE EXPECTATION	RL-48.6.3.1.1.	<p>Begins to recognize that letters represent sounds</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text <p>Objective 15d.1 Emerging to 15d.2 Shows understanding that a specific sequence of letters represents a spoken word</p>
GRADE EXPECTATION	RL-48.6.3.1.2.	<p>Begins to recognize own name and the names of other children in the classroom and common print around the classroom</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters



		Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name
STRAND / DOMAIN	ME.RL-48.	Reading Standards for Literature (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	RL-48.6.	Foundational Skills
STANDARD	RL-48.6.4.	Fluency
EXPECTATION	RL-48.6.4.1.	Attends to fluent models of reading <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.1 Emerging to 18e.2 Reads and comprehends emergent reader texts and other print materials
EXPECTATION	RL-48.6.4.2.	Begins to imitate fluent models of reading <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.4 Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
STRAND / DOMAIN	ME.RL-48.	Reading Standards for Literature (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	RL-48.7.	Writing Standards
STANDARD	RL-48.7.1.	Text Types and Purposes of Writing
EXPECTATION	RL-48.7.1.1.	With prompting and support uses a combination of drawing, dictating and emergent writing to:
GRADE EXPECTATION	RL-48.7.1.1.1.	Communicate ideas <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
STRAND / DOMAIN	ME.RL-48.	Reading Standards for Literature (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	RL-48.7.	Writing Standards
STANDARD	RL-48.7.2.	Production & Distribution of Writing
EXPECTATION	RL-48.7.2.1.	With prompting and support:
GRADE EXPECTATION	RL-48.7.2.1.1.	Shares drawing and writing with others <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information



		Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
GRADE EXPECTATION	RL-48.7.2.1.2.	Recognizes that digital tools are used for communication and, with support and guidance, use them to convey messages in picture and/or words <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
STRAND / DOMAIN	ME.RL-48.	Reading Standards for Literature (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	RL-48.7.	Writing Standards
STANDARD	RL-48.7.3.	Research to Build & Present Knowledge-Writing
EXPECTATION	RL-48.7.3.1.	Begins to participate in shared research and writing projects modeled by adults (e.g., community helpers) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.7 Emerging to 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects
EXPECTATION	RL-48.7.3.2.	With guidance & support from adults, begins to recall some information from experiences or gather information from resources <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.7 Emerging to 12b.8 Generates a rule, strategy, or idea from one learning experience and applies it in a new context
STRAND / DOMAIN	ME.PDH-48.	Physical Development and Health (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	PDH-48.1.	Nutrition
STANDARD	PDH-48.1.1.	Makes known health-related needs and/or interests and considers possible options (i.e., when thirsty, asks for water) <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD	PDH-48.1.2.	Helps to set and clear the table for meals, recognizing the appropriate materials needed <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately

		Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD	PDH-48.1.3.	Child serves self, taking food from one container to another, using utensils <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD	PDH-48.1.4.	Engages, as possible, in food preparation <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STRAND / DOMAIN	ME.PDH-48.	Physical Development and Health (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	PDH-48.2.	Safety
STANDARD	PDH-48.2.1.	Recognizes and names people who keep them safe in dangerous situations <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD	PDH-48.2.2.	Has an awareness of strangers <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD	PDH-48.2.3.	Develops awareness of and the ability to follow basic safety rules and practices <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD	PDH-48.2.4.	Avoids hazardous chemicals and unsafe materials <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD	PDH-48.2.5.	Seeks adult approval before approaching unknown pets

		<u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STRAND / DOMAIN	ME.PDH-48.	Physical Development and Health (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	PDH-48.3.	Fine Motor
STANDARD	PDH-48.3.1.	Holds drawing, writing and painting tools with fingers and thumb, creating more recognizable drawings (letters, shapes), but may hold the instrument too close to one end <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
STANDARD	PDH-48.3.2.	Develops increasing strength, dexterity, and hand-eye coordination to use hands, fingers and wrists to manipulate objects <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
STANDARD	PDH-48.3.3.	Cuts paper in straight line <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
STANDARD	PDH-48.3.4.	Completes interlocking puzzles <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
STANDARD	PDH-48.3.5.	Uses increased skill in self-serving with little spilling during meals, including sing tongs <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
STRAND / DOMAIN	ME.PDH-48.	Physical Development and Health (End of 48 months)



CATEGORY / PERFORMANCE INDICATOR	PDH-48.4.	Gross Motor
STANDARD	PDH-48.4.1.	<p>Moves purposefully from place to place with control</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p>
STANDARD	PDH-48.4.2.	<p>Moves with an awareness of personal space in relationship to others</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p>
STANDARD	PDH-48.4.3.	<p>Hops on one foot one time without losing balance or falling</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.6 Sustains balance during simple movement experiences</p>
STANDARD	PDH-48.4.4.	<p>Jumps down from a step and forward ten inches</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.6 Sustains balance during simple movement experiences</p>
STANDARD	PDH-48.4.5.	<p>Walks forward and backward along a line or a beam using normal stride</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p>
STANDARD	PDH-48.4.6.	<p>Walks up and down stairs, alternating feet</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p>
STANDARD	PDH-48.4.7.	<p>Develops motor coordination and skill while using objects for a range of physical activities, such as pulling or throwing</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.6 Manipulates balls or similar objects with flexible body movements</p>
STANDARD	PDH-48.4.8.	<p>Combines large motor movements with the use of equipment</p>



		<u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
STRAND / DOMAIN	ME.PDH-48.	Physical Development and Health (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	PDH-48.5.	Physical Health Status
STANDARD	PDH-48.5.1.	Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended body mass index ranges for weight by height by age No Correlations
STANDARD	PDH-48.5.2.	Demonstrates body spatial awareness in relationship to stationary objects <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
STANDARD	PDH-48.5.3.	Participates in games, outdoor play, and other forms of exercise to enhance physical fitness <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
STANDARD	PDH-48.5.4.	Engages in adaptive physical activities, as appropriate <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
STRAND / DOMAIN	ME.PDH-48.	Physical Development and Health (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	PDH-48.6.	Health Knowledge and Practices
STANDARD	PDH-48.6.1.	Completes personal care tasks with increasing independence <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD	PDH-48.6.2.	Takes off coat and puts it where it belongs <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs

		appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD	PDH-48.6.3.	Participates in structured and unstructured physical activities <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD	PDH-48.6.4.	Regularly participates in active games, outdoor play and other forms of exercise that enhance physical fitness <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD	PDH-48.6.5.	Transitions from high-energy to low-energy activities <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
STANDARD	PDH-48.6.6.	Follows routines independently <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
STANDARD	PDH-48.6.7.	Cooperates during doctor and dentist visits and health and developmental screenings <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
STANDARD	PDH-48.6.8.	Regulates own emotions and behaviors <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
STANDARD	PDH-48.6.9.	Begins to take responsibility for meeting own needs <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately



		Objective 1c.6 Demonstrates confidence in meeting own needs
STRAND / DOMAIN	ME.MA-48.	Math (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	MA-48.1.	Mathematical Practices
STANDARD	MA-48.1.1.	<p>Develops positive attitudes about math</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
STANDARD	MA-48.1.2.	<p>Participates in whole group and small group math-focused activities</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.6 Solves problems without having to try every possibility</p>
STANDARD	MA-48.1.3.	<p>Recognizes the idea of a “problem” and “problem solving” in the physical and social world</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.6 Solves problems without having to try every possibility</p>
STANDARD	MA-48.1.4.	<p>Communicates math ideas verbally and non-verbally</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.6 Solves problems without having to try every possibility</p>
STRAND / DOMAIN	ME.MA-48.	Math (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	MA-48.2.	Counting and Cardinality Cluster
STANDARD	MA-48.2.1.	<p>Rote counts to 10 and beyond by ones with increasing accuracy</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
STANDARD	MA-48.2.2.	<p>Recognizes and names written numerals 0-5</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects</p>

STANDARD	MA-48.2.3.	<p>Begins to subitize to determine how many (recognizes small quantities immediately)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
STANDARD	MA-48.2.4.	<p>Recognizes the relationship between numbers and quantities: connect counting to cardinality (0-5)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects</p>
STANDARD	MA-48.2.5.	<p>Shows understanding that the last number name spoken tells the number of objects counted up to 5 (cardinality)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.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</p>
STRAND / DOMAIN	ME.MA-48.	Math (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	MA-48.3.	Operations and Algebraic Thinking
STANDARD	MA-48.3.1.	<p>Responds with number words and/or counting strategy, when asked the question, How many?</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
STANDARD	MA-48.3.2.	<p>Transitions from rote counting to 1:1 correspondence</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
STRAND / DOMAIN	ME.MA-48.	Math (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	MA-48.4.	Geometry
STANDARD	MA-48.4.1.	Recognizes and names/describes simple shapes

		<u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.5 Emerging to 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
STANDARD	MA-48.4.2.	Matches similar shapes <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
STANDARD	MA-48.4.3.	Explores three-dimensional and two-dimensional shapes in the environment <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.5 Emerging to 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
STANDARD	MA-48.4.4.	Uses puzzles and other learning materials to demonstrate beginning part/whole, shape and orientation concepts to solve problems <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.5 Emerging to 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
STANDARD	MA-48.4.5.	Uses physical movement to gain understanding of orientation and directionality <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)
STANDARD	MA-48.4.6.	Responds to words indicating directionality and position through physical movement (near, far, beside, up, down, over) <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance
STRAND / DOMAIN	ME.MA-48.	Math (End of 48 months)

CATEGORY / PERFORMANCE INDICATOR	MA-48.5.	Measurement and Data
STANDARD	MA-48.5.1.	<p>Matches and groups similar objects</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
STANDARD	MA-48.5.2.	<p>Recognizes measurable attributes of objects, such as length, weight and capacity of everyday objects (e.g., long, short, tall, heavy, light, big, small, full, empty)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
STANDARD	MA-48.5.3.	<p>Sorts, orders and classifies familiar objects by a single attribute (e.g., size, shape, color, texture, orientation, and position) and explains the reason</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
STANDARD	MA-48.5.4.	<p>Uses seriation as a strategy for organizing materials</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
STANDARD	MA-48.5.5.	<p>Recognizes and duplicates simple patterns in the environment, including sound and movement patterns</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 23 Demonstrates knowledge of patterns <p>Objective 23.4 Copies simple repeating patterns</p>
STANDARD	MA-48.5.6.	<p>Demonstrates an understanding of time periods (a short time /a long time, “five more minutes”, morning, afternoon, night)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures b. Measures time and money <p>Objective 22b.2 Knows usual sequence of basic daily events</p>
STANDARD	MA-48.5.7.	<p>Relates concepts of past, present and future to daily activities</p>



		<u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money Objective 22b.2 Knows usual sequence of basic daily events
STANDARD	MA-48.5.8.	Participates in data collection activities <u>GOLD® Objectives for Development and Learning</u> • 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
STANDARD	MA-48.5.9.	Explores and begins to use measurement tools <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.5 Emerging to 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
STRAND / DOMAIN	ME.SC-48.	Science (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	SC-48.1.	Physical Science
STANDARD	SC-48.1.1.	Begins to experiment with objects whose motion is affected by pushes or pulls of different strengths in different directions <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STANDARD	SC-48.1.2.	Answers questions about the effects of pushes and pulls (e.g. pulls objects attached to a string, pushes objects with and without wheels, rolls objects, collides objects) <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STANDARD	SC-48.1.3.	Listens to stories, poems; finger plays about physical knowledge and begins to use vocabulary about speed, motion and stability in daily conversations <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STRAND / DOMAIN	ME.SC-48.	Science (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	SC-48.2.	Earth Science
STANDARD	SC-48.2.1.	Using simple tools and guided investigation, explores differences in soil and water in different weather conditions and temperatures

		<u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD	SC-48.2.2.	Describes temperature, weather and seasons using words such as rainy, cold, warm, sunny, and identifies items used for protection, safety, and enjoyment in different weather conditions <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD	SC-48.2.3.	Organizes weather related items (real objects or symbols) used in different weather conditions <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD	SC-48.2.4.	Makes simple observations about the sky and connects observations to what we do outside <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD	SC-48.2.5.	Begins to understand the relationship between litter and cleaning up the earth <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STRAND / DOMAIN	ME.SC-48.	Science (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	SC-48.3.	Life Science
STANDARD	SC-48.3.1.	Uses senses to observe and describe properties of familiar plants and animals <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD	SC-48.3.2.	Begins to use vocabulary for naming plants and animals moving beyond generic labels (e.g. “bug”) to names of specific creatures (e.g. “ant”, “beetle”) and use symbols or icons to identify where they see such creatures <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD	SC-48.3.3.	Compares properties and needs of similar and different life forms using increasingly advanced vocabulary <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things

STANDARD	SC-48.3.4.	Cares for plants and animals in the classroom and surrounding area and describes the needs of organism cared for <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD	SC-48.3.5.	Begins to identify problems affecting the lives of plants and animals (including themselves) and, with teacher support, generates possible solutions <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD	SC-48.3.6.	Creates solutions, with teacher support, for classroom-based problems (e.g., staking up plants that grow tall) <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD	SC-48.3.7.	Uses and names a variety of tools <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
STRAND / DOMAIN	ME.SS-48.	Social Studies (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	SS-48.1.	Civics and Government
STANDARD	SS-48.1.1.	Displays awareness of role as a member of a group <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD	SS-48.1.2.	Knows that rules and laws are established by people <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD	SS-48.1.3.	Understands that people can take care of the environment through activities such as recycling <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STRAND / DOMAIN	ME.SS-48.	Social Studies (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	SS-48.2.	Economics
STANDARD	SS-48.2.1.	Understands that an individual earns money through work <u>GOLD® Objectives for Development and Learning</u>



		• Objective 30 Shows basic understanding of people and how they live
STANDARD	SS-48.2.2.	Recognizes a variety of jobs <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD	SS-48.2.3.	Explores materials that build a foundation for understanding economic concepts such as using money to buy goods and services <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STRAND / DOMAIN	ME.SS-48.	Social Studies (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	SS-48.3.	Geography
STANDARD	SS-48.3.1.	Recognizes that people share the environment with other people, animals, and plants <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
STANDARD	SS-48.3.2.	Recognizes various ways people communicate, travel, live, and work <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
STANDARD	SS-48.3.3.	Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
STRAND / DOMAIN	ME.SS-48.	Social Studies (End of 48 months)
CATEGORY / PERFORMANCE INDICATOR	SS-48.4.	History
STANDARD	SS-48.4.1.	Uses words to describe time (i.e. yesterday, names of seasons, before) <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
STANDARD	SS-48.4.2.	Displays awareness of change in community <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
STANDARD	SS-48.4.3.	Develops awareness of diversity <u>GOLD® Objectives for Development and Learning</u>

		• Objective 30 Shows basic understanding of people and how they live
STRAND / DOMAIN	ME.SED-60.	Social and Emotional Development (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	SED-60.1.	Emotional Development
STANDARD	SED-60.1.1.	Emotional Development-Self Concept
EXPECTATION	SED-60.1.1.1.	Has an awareness of self as having certain abilities, characteristics, preferences and rights <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
EXPECTATION	SED-60.1.1.2.	Demonstrates self-direction by making choices among peers, activities and materials <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION	SED-60.1.1.3.	Takes on new tasks and improves skills with practice <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION	SED-60.1.1.4.	Initiates actions or activities with peers <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
EXPECTATION	SED-60.1.1.5.	Expresses delight over a successful project and want others to like it too <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
EXPECTATION	SED-60.1.1.6.	Demonstrates confidence in own abilities and delights in the mastery of a skill <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION	SED-60.1.1.7.	Demonstrates an understanding of and follows through with basic responsibilities <u>GOLD® Objectives for Development and Learning</u>

		<ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STRAND / DOMAIN	ME.SED-60.	Social and Emotional Development (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	SED-60.1.	Emotional Development
STANDARD	SED-60.1.2.	Emotional Development-Self-Regulation
EXPECTATION	SED-60.1.2.1.	<p>Expresses self in safe and appropriate ways through words and actions</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
EXPECTATION	SED-60.1.2.2.	<p>Seeks peaceful resolutions to Conflict</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems
EXPECTATION	SED-60.1.2.3.	<p>Stops and listens to instructions before jumping into activity, with guidance</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
EXPECTATION	SED-60.1.2.4.	<p>Follows rules and routines</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
EXPECTATION	SED-60.1.2.5.	<p>Respects the rights and property of others</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
EXPECTATION	SED-60.1.2.6.	<p>Uses materials appropriately</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

EXPECTATION	SED-60.1.2.7.	Is able to share materials or caregiver's/teacher's attention <u>GOLD® Objectives for Development and Learning</u> • 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
EXPECTATION	SED-60.1.2.8.	Can wait for turn in simple game or use of equipment <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Take turns
EXPECTATION	SED-60.1.2.9.	Accepts consequences of own actions <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
EXPECTATION	SED-60.1.2.10.	Regulates own emotions and Behaviors <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
EXPECTATION	SED-60.1.2.11.	Refrains from disruptive, aggressive, angry or defiant behaviors <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
EXPECTATION	SED-60.1.2.12.	Asks what and why questions to understand effects of behavior <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
STRAND / DOMAIN	ME.SED-60.	Social and Emotional Development (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	SED-60.1.	Emotional Development
STANDARD	SED-60.1.3.	Emotional Development-Sympathy and Empathy
EXPECTATION	SED-60.1.3.1.	Expresses empathy for others <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues

		Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
EXPECTATION	SED-60.1.3.2.	Comforts physically hurt or emotionally upset child through appropriate words or actions <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
EXPECTATION	SED-60.1.3.3.	Labels own emotions and, increasingly, the emotions of others <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
EXPECTATION	SED-60.1.3.4.	Demonstrates understanding of the consequences of own actions on others <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
EXPECTATION	SED-60.1.3.5.	Understands the reasons for rules and routines within the group and accepts them <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
EXPECTATION	SED-60.1.3.6.	Asks “what” and “why” questions to understand effects of behavior <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
EXPECTATION	SED-60.1.3.7.	Shows progress in expressing feelings, needs, and opinions, in difficult situations and conflicts, without harming self, others, or property <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
STRAND / DOMAIN	ME.SED-60.	Social and Emotional Development (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	SED-60.1.	Emotional Development
STANDARD	SED-60.1.4.	Emotional Development-Adapting to Diverse Settings
EXPECTATION	SED-60.1.4.1.	Demonstrates ability to be flexible or adjust to routine or unexpected changes including

		<p>physical setting, daily schedule, staffing and group size/ attendance</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
EXPECTATION	SED-60.1.4.2.	<p>Adjusts to transitions from one activity setting to the next during the day with appropriate emotions and behaviors</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
EXPECTATION	SED-60.1.4.3.	<p>Anticipates with assistance what will be needed in diverse settings</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
EXPECTATION	SED-60.1.4.4.	<p>Follows rules in diverse Settings</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
STRAND / DOMAIN	ME.SED-60.	Social and Emotional Development (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	SED-60.2.	Social Development
STANDARD	SED-60.2.1.	Social Development-Building Relationships with Adults
EXPECTATION	SED-60.2.1.1.	<p>Asks questions and checks with an adult before deviating from rules and routines</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
EXPECTATION	SED-60.2.1.2.	<p>Seeks adult help when needed for emotional support</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.6 Manages separations without distress and engages with trusted adults</p>

EXPECTATION	SED-60.2.1.3.	<p>Confides in at least one adult</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.6 Manages separations without distress and engages with trusted adults</p>
EXPECTATION	SED-60.2.1.4.	<p>Works independently and asks for help only when necessary</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
EXPECTATION	SED-60.2.1.5.	<p>Works cooperatively with an adult to plan and organize activities and solve problems</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.6 Manages separations without distress and engages with trusted adults</p>
EXPECTATION	SED-60.2.1.6.	<p>Uses socially appropriate behavior with peers and adults such as helping, sharing and taking turns</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
STRAND / DOMAIN	ME.SED-60.	Social and Emotional Development (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	SED-60.2.	Social Development
STANDARD	SED-60.2.2.	Social Development-Building Relationships with Children
EXPECTATION	SED-60.2.2.1.	<p>Participates cooperatively in large and small group activities</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
EXPECTATION	SED-60.2.2.2.	<p>Participates in classroom and group routines</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>

EXPECTATION	SED-60.2.2.3.	<p>Uses different turn-taking strategies</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.4 Take turns</p>
EXPECTATION	SED-60.2.2.4.	<p>Shows increasing abilities to use compromise and discussion in play, and resolution of conflicts with peers</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems <p>Objective 3b.6 Suggest solutions to social problems</p>
EXPECTATION	SED-60.2.2.5.	<p>Develops consideration for the needs or interests of peers</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
EXPECTATION	SED-60.2.2.6.	<p>Develops friendships with peers</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships d. Makes friends <p>Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while</p>
EXPECTATION	SED-60.2.2.7.	<p>Notifies and comments on who is absent from routine group settings</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
EXPECTATION	SED-60.2.2.8.	<p>Shows concern for personal fairness within a peer group</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
EXPECTATION	SED-60.2.2.9.	<p>Defends own rights and the rights of others</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others

		Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
EXPECTATION	SED-60.2.2.10.	<p>Gives social support to others</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
EXPECTATION	SED-60.2.2.11.	<p>Demonstrates knowledge that fairness involves a recognition that respects the needs of individuals as well as sharing and turn-taking</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
EXPECTATION	SED-60.2.2.12.	<p>Identifies and expresses self a part of several groups (e.g. family, preschool class, faith community, etc.)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 29 Demonstrates knowledge about self
EXPECTATION	SED-60.2.2.13.	<p>Uses play to explore, practice and understand social roles</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p>
EXPECTATION	SED-60.2.2.14.	<p>Joins in the middle of an on-going group activity with friends independently</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
EXPECTATION	SED-60.2.2.15.	<p>Invents and sets up activities that include more than one child</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
EXPECTATION	SED-60.2.2.16.	<p>Gives social support to others</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional



		cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
STRAND / DOMAIN	ME.SED-60.	Social and Emotional Development (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	SED-60.2.	Social Development
STANDARD	SED-60.2.3.	Social Development-Respecting Similarities and Differences
EXPECTATION	SED-60.2.3.1.	Names and accepts differences and similarities in preferences <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION	SED-60.2.3.2.	Notifies that other children might communicate differently or use different words for the same object <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION	SED-60.2.3.3.	Begins to examine a situation from others' perspective <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.1 Emerging to 2b.8 Recognizes that others' feelings about a situation might be different from his own
EXPECTATION	SED-60.2.3.4.	Shows concern about personal fairness within a peer group <u>GOLD® Objectives for Development and Learning</u> • 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
STRAND / DOMAIN	ME.AL-60.	Approaches to Learning (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	AL-60.1.	Initiative & Curiosity
STANDARD	AL-60.1.1.	Initiates participation in a widening ranges of topics, ideas, and tasks <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
STANDARD	AL-60.1.2.	Invents projects and works on them with little assistance <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists

		Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
STANDARD	AL-60.1.3.	Wonders and asks questions about change in his/her world <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
STANDARD	AL-60.1.4.	Uses “wh” questions to get information a variety of topics (why, who, what, where and when) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
STANDARD	AL-60.1.5.	Approaches tasks and activities with increasing flexibility, imagination, and inventiveness <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.6 Changes plans if a better idea is thought of or proposed
STANDARD	AL-60.1.6.	Invents games and new Activities <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
STRAND / DOMAIN	ME.AL-60.	Approaches to Learning (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	AL-60.2.	Engagement & Persistence
STANDARD	AL-60.2.1.	Persists in and completes an increasing variety of tasks, activities, projects, and experiences despite frustrations <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
STANDARD	AL-60.2.2.	Demonstrates resiliency and coping skills when faced with challenges (i.e. concentrates despite distractions and / or increasingly manages own level of frustration) <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
STANDARD	AL-60.2.3.	Chooses to leave a project and returns to it later for completion or elaboration

		<u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.8 Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions
STANDARD	AL-60.2.4.	Sets goals, develops plans, and completes tasks with increasing independence <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
STANDARD	AL-60.2.5.	Maintains concentration despite Distractions <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
STRAND / DOMAIN	ME.AL-60.	Approaches to Learning (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	AL-60.3.	Reflection & Problem-Solving
STANDARD	AL-60.3.1.	Predicts when something might be a problem or challenge <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
STANDARD	AL-60.3.2.	Makes predictions about what will happen next <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
STANDARD	AL-60.3.3.	Looks for more than one solution to a question, task, or problem <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
STANDARD	AL-60.3.4.	Applies prior experiences, senses, and knowledge to new learning situations <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
STANDARD	AL-60.3.5.	Considers and implements different approaches to carrying out a task

		<u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
STANDARD	AL-60.3.6.	Independently alters approach to tasks when initial approach does not work <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
STANDARD	AL-60.3.7.	Discusses or documents important aspects of an experience and identifies what was learned <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
STANDARD	AL-60.3.8.	Solves increasingly complex problems and an increased number of problems <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
STRAND / DOMAIN	ME.CA-60.	Creative Arts (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	CA-60.1.	Visual Arts
STANDARD	CA-60.1.1.	Shows interest in different art media and materials in a variety of ways for creative expression and representation <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD	CA-60.1.2.	Works collaboratively to create group art displays <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD	CA-60.1.3.	Progresses in abilities to create drawings, paintings and other art creations that reflect more detail, uniqueness, and/or realism <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD	CA-60.1.4.	Uses art materials safely and appropriately <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD	CA-60.1.5.	Selects and describes the elements of personal artwork with teachers, other children and



		parents <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STRAND / DOMAIN	ME.CA-60.	Creative Arts (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	CA-60.2.	Movement and Dance
STANDARD	CA-60.2.1.	Moves in response to tempo changes and different styles of music <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STANDARD	CA-60.2.2.	Uses creative movement, planned or improvised, that expresses an idea or feeling <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STANDARD	CA-60.2.3.	Listens and cooperates in group creative movement/dances <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STRAND / DOMAIN	ME.CA-60.	Creative Arts (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	CA-60.3.	Music
STANDARD	CA-60.3.1.	Shows increasing ability to recognize tempo changes and different styles of music <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STANDARD	CA-60.3.2.	Sings songs with more complex and varied lyrics, patterns and notations <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STANDARD	CA-60.3.3.	Uses music and instruments to imitate and improvise songs, melodies, and patterns <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STRAND / DOMAIN	ME.CA-60.	Creative Arts (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	CA-60.4.	Dramatic Play/Performance
STANDARD	CA-60.4.1.	Dramatic Expression
EXPECTATION	CA-60.4.1.1.	Uses objects for other than their intended purpose to create representations of real life objects or activities

		<u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
EXPECTATION	CA-60.4.1.2.	Represents fantasy and real life experiences through pretend play and use of props and costumes <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
EXPECTATION	CA-60.4.1.3.	Uses pretend play to represent known or anticipated situations <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
STRAND / DOMAIN	ME.CA-60.	Creative Arts (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	CA-60.4.	Dramatic Play/Performance
STANDARD	CA-60.4.2.	Performance
EXPECTATION	CA-60.4.2.1.	Creates characters through physical movement, gesture, sound, speech and facial expressions <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
EXPECTATION	CA-60.4.2.2.	Recreates dramatic play experiences, stories or poems for an audience <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
STRAND / DOMAIN	ME.ELL-60.	Early Language and Literacy (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	ELL-60.1.	Speaking and Listening
STANDARD	ELL-60.1.1.	Comprehension & Collaboration
EXPECTATION	ELL-60.1.1.1.	Increases ability to engage in collaborative conversations about preschool topics and texts with peers and adults in small & larger groups:
GRADE EXPECTATION	ELL-60.1.1.1.1.	Follows agreed-upon rules for discussions (e.g., listening to other & taking turn speaking about the topics & texts under discussion) <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders
GRADE EXPECTATION	ELL-60.1.1.1.2.	Engages in conversations with multiple exchanges

		<u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.6 Engages in conversations of at least three exchanges
STRAND / DOMAIN	ME.ELL-60.	Early Language and Literacy (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	ELL-60.1.	Speaking and Listening
STANDARD	ELL-60.1.1.	Comprehension & Collaboration
EXPECTATION	ELL-60.1.1.2.	Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
EXPECTATION	ELL-60.1.1.3.	Asks questions in order to seek help, get information, or clarify something that is not understood <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs
STRAND / DOMAIN	ME.ELL-60.	Early Language and Literacy (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	ELL-60.1.	Speaking and Listening
STANDARD	ELL-60.1.2.	Presentation of Knowledge & Ideas
EXPECTATION	ELL-60.1.2.1.	Describes familiar people, places, things, and events, and, with prompting and support, begins to provide additional detail <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.8 Tells elaborate stories that refer to other times and places



EXPECTATION	ELL-60.1.2.2.	<p>Begins to add drawing or other visual displays to descriptions to provide additional detail</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <p>Objective 14a.7 Emerging to 14a.8 Represents objects, places, and ideas with increasingly abstract symbols</p>
EXPECTATION	ELL-60.1.2.3.	<p>Speaks audibly most of the time and expresses thoughts, feelings, and ideas</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.7 Emerging to 9b.8 Pronounces multisyllabic or unusual words correctly; speaks audibly</p>
STRAND / DOMAIN	ME.ELL-60.	Early Language and Literacy (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	ELL-60.2.	Language Standards
STANDARD	ELL-60.2.1.	Conventions of Standard English
EXPECTATION	ELL-60.2.1.1.	Begins to demonstrate understanding of the conventions of Standard English grammar and usage when writing or speaking:
GRADE EXPECTATION	ELL-60.2.1.1.1.	<p>Prints some upper-and lowercase letters, and can write own name</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills c. Writes using conventions <p>Objective 19c.1 Emerging to 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of letter-sound relationships</p>
GRADE EXPECTATION	ELL-60.2.1.1.2.	<p>Uses frequently occurring nouns and verbs</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>
GRADE EXPECTATION	ELL-60.2.1.1.3.	<p>Begins to form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.7 Emerging to 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>



GRADE EXPECTATION	ELL-60.2.1.1.4.	<p>Responds to and uses more question words (interrogatives, e.g. who, what, where, when, why, how)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.7 Emerging to 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p>
GRADE EXPECTATION	ELL-60.2.1.1.5.	<p>Begins to use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance</p>
GRADE EXPECTATION	ELL-60.2.1.1.6.	<p>Demonstrates the ability to speak in complete sentences</p> <p>Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four- to six-word sentences</p>
STRAND / DOMAIN	ME.ELL-60.	Early Language and Literacy (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	ELL-60.2.	Language Standards
STANDARD	ELL-60.2.1.	Conventions of Standard English
EXPECTATION	ELL-60.2.1.2.	Begins to use Standard English capitalization, punctuation, and spelling when writing:
GRADE EXPECTATION	ELL-60.2.1.2.1.	<p>Capitalizes the first letter in own name</p> <p><u>GOLD® Objectives for Development and Learning</u> • 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 letter-sound relationships</p>
GRADE EXPECTATION	ELL-60.2.1.2.2.	<p>Begins to recognize punctuation (e.g.,, ?, !)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.5 Emerging to 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
GRADE EXPECTATION	ELL-60.2.1.2.3.	Begins to write letters to represent sounds



		<u>GOLD® Objectives for Development and Learning</u> • 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
GRADE EXPECTATION	ELL-60.2.1.2.4.	Begins to spell simple words phonetically, drawing on knowledge of sound-letter relationships <u>GOLD® Objectives for Development and Learning</u> • 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
STRAND / DOMAIN	ME.ELL-60.	Early Language and Literacy (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	ELL-60.3.	Vocabulary Acquisition & Use
STANDARD	ELL-60.3.1.	Asks & answers questions about the meanings of new words and phrases introduced through books, activities and play:
EXPECTATION	ELL-60.3.1.1.	With prompting and support, generates words that are similar in meaning (e.g. happy/glad, angry/mad) <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.7 Emerging to 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
STRAND / DOMAIN	ME.ELL-60.	Early Language and Literacy (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	ELL-60.3.	Vocabulary Acquisition & Use
STANDARD	ELL-60.3.2.	Explores word relationships and meanings:
EXPECTATION	ELL-60.3.2.1.	Sorts common objects into categories (e.g. big/small, living/nonliving) <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
EXPECTATION	ELL-60.3.2.2.	Applies words learned in classroom activities to real-life examples (e.g., names places in

		<p>school that are fun, quiet, or noisy)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>
EXPECTATION	ELL-60.3.2.3.	<p>Begins to distinguish shades of meaning among verbs describing the same general action by acting out the meanings</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.7 Emerging to 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>
STRAND / DOMAIN	ME.ELL-60.	Early Language and Literacy (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	ELL-60.3.	Vocabulary Acquisition & Use
STANDARD	ELL-60.3.3.	<p>Uses words and phrases acquired through conversations, listening to books read aloud, activities, and play</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p>
STRAND / DOMAIN	ME.RL-60.	Reading Standards for Literature (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	RL-60.1.	Key Ideas & Details
STANDARD	RL-60.1.1.	With prompting and support:
EXPECTATION	RL-60.1.1.1.	<p>Asks and answers questions about simple stories</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
EXPECTATION	RL-60.1.1.2.	Retells at least one major event from a simple story



		<u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts
EXPECTATION	RL-60.1.1.3.	Identifies main characters in simple stories <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
STRAND / DOMAIN	ME.RL-60.	Reading Standards for Literature (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	RL-60.2.	Craft & Structure
STANDARD	RL-60.2.1.	Asks questions about unknown words and phrases in stories <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)
STANDARD	RL-60.2.2.	Begins to recognize that there are different text structures, such as stories, poems, and songs <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.7 Emerging to 17a.8 Uses various types of books for their intended purposes
STANDARD	RL-60.2.3.	Begins to describe the roles of authors & illustrators <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors
STRAND / DOMAIN	ME.RL-60.	Reading Standards for Literature (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	RL-60.3.	Integration of Knowledge & Ideas
STANDARD	RL-60.3.1.	Retells stories using both storybook language and pictures

		<u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts
STANDARD	RL-60.3.2.	Begins to make connections between characters in familiar stories <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.7 Emerging to 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points
STRAND / DOMAIN	ME.RL-60.	Reading Standards for Literature (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	RL-60.4.	Reading & Level of Text Complexity
STANDARD	RL-60.4.1.	Participates in (individually and in groups) a variety of age-appropriate print materials <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.7 Emerging to 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points
STRAND / DOMAIN	ME.RL-60.	Reading Standards for Literature (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	RL-60.5.	Reading Standards for Informational Text
STANDARD	RL-60.5.1.	Details-Informational Text
EXPECTATION	RL-60.5.1.1.	With prompting and support:
GRADE EXPECTATION	RL-60.5.1.1.1.	Asks and answers questions about an informational text read aloud <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
GRADE EXPECTATION	RL-60.5.1.1.2.	Recalls important facts from an informational text after hearing it read aloud or studying particular pages/visuals

		<u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
GRADE EXPECTATION	RL-60.5.1.1.3.	Represents or acts out concepts learned from hearing an informational text read aloud (e.g. makes a skyscraper out of blocks at the sensory table) <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate
STRAND / DOMAIN	ME.RL-60.	Reading Standards for Literature (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	RL-60.5.	Reading Standards for Informational Text
STANDARD	RL-60.5.2.	Structure-Informational Text
EXPECTATION	RL-60.5.2.1.	Asks questions about unknown words and phrases in informational texts read aloud or shared visually <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)
EXPECTATION	RL-60.5.2.2.	Identifies front cover and back cover of a book and title <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors
EXPECTATION	RL-60.5.2.3.	Begins to describe the role of authors and illustrators <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors
STRAND / DOMAIN	ME.RL-60.	Reading Standards for Literature (End of 60 months)
CATEGORY / PERFORMANCE	RL-60.5.	Reading Standards for Informational Text



INDICATOR		
STANDARD	RL-60.5.3.	Integration of Knowledge Ideas
EXPECTATION	RL-60.5.3.1.	Describes important information from text and pictures/photos/graphics <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
EXPECTATION	RL-60.5.3.2.	Recognizes that information on a topic can be found in more than one text <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.8 Uses various types of books for their intended purposes
STRAND / DOMAIN	ME.RL-60.	Reading Standards for Literature (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	RL-60.5.	Reading Standards for Informational Text
STANDARD	RL-60.5.4.	Range of Reading Level of Text Complexity
EXPECTATION	RL-60.5.4.1.	Participates individually and in groups in a variety of age-appropriate informational text materials <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points
STRAND / DOMAIN	ME.RL-60.	Reading Standards for Literature (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	RL-60.6.	Foundational Skills
STANDARD	RL-60.6.1.	Print Concepts
EXPECTATION	RL-60.6.1.1.	Displays appropriate book-handling skills and knowledge of print conventions:
GRADE EXPECTATION	RL-60.6.1.1.1.	Begins to track print from left to right and top to bottom <u>GOLD® Objectives for Development and Learning</u> • 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
GRADE EXPECTATION	RL-60.6.1.1.2.	Recognizes that print is something that is read and has specific meaning

		<u>GOLD® Objectives for Development and Learning</u> • 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
GRADE EXPECTATION	RL-60.6.1.1.3.	Begins to demonstrate that words are separated by spaces in print <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
GRADE EXPECTATION	RL-60.6.1.1.4.	Recognizes and names at least 15-20 upper and 15-20 lower case letters <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.6 Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
STRAND / DOMAIN	ME.RL-60.	Reading Standards for Literature (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	RL-60.6.	Foundational Skills
STANDARD	RL-60.6.2.	Phonological Awareness
EXPECTATION	RL-60.6.2.1.	With prompting and support, demonstrates understanding of spoken words, syllables, and some beginning sounds (phonemes):
GRADE EXPECTATION	RL-60.6.2.1.1.	Recognizes and produces rhyming words <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.8 Generates a group of rhyming words when given a word
GRADE EXPECTATION	RL-60.6.2.1.2.	Counts, pronounces, blends, and segments syllables in spoken words <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.7 Emerging to 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words
GRADE EXPECTATION	RL-60.6.2.1.3.	Blends and segments onsets and rimes of single-syllable words <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words

GRADE EXPECTATION	RL-60.6.2.1.4.	<p>Isolates and pronounces the initial and final sounds (phonemes) in single syllable words and their name</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</p>
GRADE EXPECTATION	RL-60.6.2.1.5.	<p>Begins to add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</p>
STRAND / DOMAIN	ME.RL-60.	Reading Standards for Literature (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	RL-60.6.	Foundational Skills
STANDARD	RL-60.6.3.	Phonics & Word Recognition
EXPECTATION	RL-60.6.3.1.	With prompting and support, applies beginning phonics and word analysis skills:
GRADE EXPECTATION	RL-60.6.3.1.1.	<p>Links a sound to a picture of an object that begins with that sound</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration <p>Objective 15b.4 Shows awareness that some words begin the same way</p>
GRADE EXPECTATION	RL-60.6.3.1.2.	<p>Begins to link a sound to the corresponding printed letter</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences <p>Objective 16b.6 Produces at least one correct sound for each letter in the alphabet</p>
GRADE EXPECTATION	RL-60.6.3.1.3.	<p>Recognizes names of other children in the classroom and common print around the classroom</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences <p>Objective 16b.6 Produces at least one correct sound for each letter in the alphabet</p>



STRAND / DOMAIN	ME.RL-60.	Reading Standards for Literature (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	RL-60.6.	Foundational Skills
STANDARD	RL-60.6.4.	Fluency
EXPECTATION	RL-60.6.4.1.	<p>Attends to fluent models of reading</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently <p>Objective 18e.1 Emerging to 18e.2 Reads and comprehends emergent reader texts and other print materials</p>
EXPECTATION	RL-60.6.4.2.	<p>Imitates fluent models of reading</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills <p>Objective 18b.6 Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation</p>
STRAND / DOMAIN	ME.RL-60.	Reading Standards for Literature (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	RL-60.7.	Writing Standards
STANDARD	RL-60.7.1.	Text Types and Purposes of Writing
EXPECTATION	RL-60.7.1.1.	With prompting and support uses a combination of drawing, dictating and writing to:
GRADE EXPECTATION	RL-60.7.1.1.1.	<p>Communicate opinions on topics of interest (e.g., my favorite food is...)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.11 Emerging to 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p>
GRADE EXPECTATION	RL-60.7.1.1.2.	<p>Communicate information about a topic</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.11 Emerging to 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p>
GRADE EXPECTATION	RL-60.7.1.1.3.	<p>Tell a story</p> <p><u>GOLD® Objectives for Development and Learning</u></p>

		<ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.11 Emerging to 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p>
STRAND / DOMAIN	ME.RL-60.	Reading Standards for Literature (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	RL-60.7.	Writing Standards
STANDARD	RL-60.7.2.	Production & Distribution of Writing
EXPECTATION	RL-60.7.2.1.	With prompting and support:
GRADE EXPECTATION	RL-60.7.2.1.1.	<p>Shares drawing and writing with peers to gather additional ideas and/or answer questions</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.11 Emerging to 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p>
GRADE EXPECTATION	RL-60.7.2.1.2.	<p>Recognizes that digital tools are used for communication and, with support and guidance uses them to convey messages in picture and/or words</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 28 Uses tools and other technology to perform tasks
STRAND / DOMAIN	ME.RL-60.	Reading Standards for Literature (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	RL-60.7.	Writing Standards
STANDARD	RL-60.7.3.	Research to Build & Present Knowledge-Writing
EXPECTATION	RL-60.7.3.1.	<p>Participates in shared research and writing projects modeled by adults (e.g. class explores how tadpoles become frogs and create visuals)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.7 Emerging to 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
EXPECTATION	RL-60.7.3.2.	<p>With guidance and support, begins to recall information from experiences or gather information from different sources</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences b. Makes connections <p>Objective 12b.8 Generates a rule, strategy, or idea from one learning experience and</p>

		applies it in a new context
STRAND / DOMAIN	ME.PDH-60.	Physical Development and Health (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	PDH-60.1.	Nutrition
STANDARD	PDH-60.1.1.	<p>Recognizes, chooses and eats a variety of healthy foods from various cultures</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
STANDARD	PDH-60.1.2.	<p>Identifies foods by their food group and where the food comes from, and knows the difference between healthful foods and those with little nutritional value</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
STANDARD	PDH-60.1.3.	<p>Shows a growing awareness of nutrition and independence in hygiene, nutrition and personal care when eating</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
STRAND / DOMAIN	ME.PDH-60.	Physical Development and Health (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	PDH-60.2.	Safety
STANDARD	PDH-60.2.1.	<p>Identifies how people help keep them safe in dangerous situations</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
STANDARD	PDH-60.2.2.	<p>Can identify a stranger</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
STANDARD	PDH-60.2.3.	Follows basic safety rules and Practices

		<u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD	PDH-60.2.4.	Responds appropriately to harmful or unsafe situations, objects, substances and environments, and can identify the consequences of unsafe behavior <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD	PDH-60.2.5.	Demonstrates safety awareness and responsibility when using materials <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD	PDH-60.2.6.	Uses caution and keeps a distance from wildlife and unknown pets <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD	PDH-60.2.7.	Follows emergency routines after adult instruction <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STRAND / DOMAIN	ME.PDH-60.	Physical Development and Health (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	PDH-60.3.	Fine Motor
STANDARD	PDH-60.3.1.	Holds drawing, writing and painting tools by using a three-point finger grip, writing more detail, and drawing more recognizable facial features <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
STANDARD	PDH-60.3.2.	Continues to progress with use of utensils with limited spilling, using fork, and using knife for cutting



		<u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
STANDARD	PDH-60.3.3.	Demonstrates increased skills in using scissor grip to cut shapes or simple pictures while holding paper stationary with other hand <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
STANDARD	PDH-60.3.4.	Practices manual self-help skills, including dressing self and attempting to tie shoes <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
STANDARD	PDH-60.3.5.	Uses small, precise finger and hand movements <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
STANDARD	PDH-60.3.6.	Uses fingers, hands and wrists to manipulate a variety of small tools (e.g., stapler, whole punchers, and spray bottles) <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
STRAND / DOMAIN	ME.PDH-60.	Physical Development and Health (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	PDH-60.4.	Gross Motor
STANDARD	PDH-60.4.1.	Coordinates complex movements in play and games <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
STANDARD	PDH-60.4.2.	Understands movement concepts, how the body moves, an awareness of space and directionality, and that the body can move independently or in coordination with other objects



		<u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
STANDARD	PDH-60.4.3.	Demonstrates progressive locomotive skills; successive hopping, and forward jumping <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games • Objective 5 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences
STANDARD	PDH-60.4.4.	Has control over speed and direction and balance (running, sliding, galloping forward, back, and right, left) <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
STANDARD	PDH-60.4.5.	Demonstrates cooperative skills while participating in physical activities <u>GOLD® Objectives for Development and Learning</u> • 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
STANDARD	PDH-60.4.6.	Sustains balance during complex movements <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences
STANDARD	PDH-60.4.7.	Manipulates balls or similar objects with a full range of motion <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.8 Manipulates balls or similar objects with a full range of motion
STANDARD	PDH-60.4.8.	Develops coordination and balance with a variety of playground equipment <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences
STANDARD	PDH-60.4.9.	Enjoys challenging him/herself to try new and increasingly difficult activities <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists



		Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
STANDARD	PDH-60.4.10.	Shows enthusiasm for mastery of gross motor movements through repetitive practice <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
STRAND / DOMAIN	ME.PDH-60.	Physical Development and Health (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	PDH-60.5.	Physical Health Status
STANDARD	PDH-60.5.1.	Participates in games, outdoor play, and other forms of exercise to enhance physical fitness <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
STANDARD	PDH-60.5.2.	Develops an awareness of personal health and fitness <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
STANDARD	PDH-60.5.3.	Participates in moderate to vigorous physical activity independently and in groups that increase strength, endurance and flexibility <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
STRAND / DOMAIN	ME.PDH-60.	Physical Development and Health (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	PDH-60.6.	Health Knowledge and Practices
STANDARD	PDH-60.6.1.	Identifies specific practices that support body development and function <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
STANDARD	PDH-60.6.2.	Combines and uses different senses depending on the activity <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately

		Objective 1c.8 Takes responsibility for own well-being
STANDARD	PDH-60.6.3.	<p>Recognizes the importance of doctor and dentist visits</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.8 Takes responsibility for own well-being</p>
STANDARD	PDH-60.6.4.	<p>Identifies medicine and knows that is it used to stay healthy</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.8 Takes responsibility for own well-being</p>
STANDARD	PDH-60.6.5.	<p>Identifies which school and community health helpers are needed in a given situation</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.8 Takes responsibility for own well-being</p>
STANDARD	PDH-60.6.6.	<p>Regulates own emotions and behaviors</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p>
STANDARD	PDH-60.6.7.	<p>Moves with an awareness of others</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.8 Takes responsibility for own well-being</p>
STANDARD	PDH-60.6.8.	<p>Demonstrates the increasing ability to perform self-care skills independently when eating, tooth brushing, dressing, toileting, grooming</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.8 Takes responsibility for own well-being</p>
STANDARD	PDH-60.6.9.	<p>Participates easily and knows what to do in routine activities</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately



		Objective 1c.8 Takes responsibility for own well-being
STANDARD	PDH-60.6.10.	Covers mouth when coughing <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
STANDARD	PDH-60.6.11.	Helps with routine care of the environment <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
STANDARD	PDH-60.6.12.	Recognizes there are multiple components of health <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
STANDARD	PDH-60.6.13.	Identifies physical changes that accompany moderate to vigorous physical activity <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
STANDARD	PDH-60.6.14.	Participates in sleep routines <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
STRAND / DOMAIN	ME.MA-60.	Math (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	MA-60.1.	Mathematical Practices
STANDARD	MA-60.1.1.	Approaches math with enthusiasm <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
STANDARD	MA-60.1.2.	Associates math with engaging classroom materials and activities

		<u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
STANDARD	MA-60.1.3.	Recognizes the usefulness of math in everyday tasks <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
STANDARD	MA-60.1.4.	Uses math to solve problems in the context of classroom and home experiences <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
STANDARD	MA-60.1.5.	Represents mathematical concepts using manipulatives <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.8 Represents objects, places, and ideas with increasingly abstract symbols
STANDARD	MA-60.1.6.	Uses math-related skills, such as sorting, counting, and matching in the course of everyday classroom experiences <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
STANDARD	MA-60.1.7.	Uses math terms in the course of everyday conversations <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
STRAND / DOMAIN	ME.MA-60.	Math (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	MA-60.2.	Counting and Cardinality Cluster
STANDARD	MA-60.2.1.	Rote counts to 20 and beyond by ones with increasing accuracy <u>GOLD® Objectives for Development and Learning</u>



		<ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>
STANDARD	MA-60.2.2.	<p>Recognizes and names written numerals 0-10</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects</p>
STANDARD	MA-60.2.3.	<p>Subsidizes to determine how many (recognizes small quantities immediately)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
STANDARD	MA-60.2.4.	<p>Recognizes the relationship between numbers and quantities: connect counting to cardinality (0-10)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>
STANDARD	MA-60.2.5.	<p>Shows understanding that the last number name spoken tells the number of objects counted up to 10 (cardinality)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>
STANDARD	MA-60.2.6.	<p>Shows understanding that the number of objects is the same regardless of their arrangement or the order in which they were counted</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>
STANDARD	MA-60.2.7.	<p>Begins to write number symbols 0-10</p> <p>No Correlations</p>
STANDARD	MA-60.2.8.	<p>Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 10</p>

		<u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
STRAND / DOMAIN	ME.MA-60.	Math (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	MA-60.3.	Operations and Algebraic Thinking
STANDARD	MA-60.3.1.	Associates quantity with a number name or written numeral <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects
STANDARD	MA-60.3.2.	Counts using 1:1 correspondence with increasing accuracy <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
STANDARD	MA-60.3.3.	Represents addition and subtraction with fingers, drawing, acting out situations and verbal explanation <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts
STANDARD	MA-60.3.4.	Uses concrete objects to model real-world addition and subtraction up to 5 (composing and decomposing numbers) <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
STANDARD	MA-60.3.5.	Acts out and solves story problems using sets of up to ten objects <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts
STRAND / DOMAIN	ME.MA-60.	Math (End of 60 months)
CATEGORY / PERFORMANCE	MA-60.4.	Geometry

INDICATOR		
STANDARD	MA-60.4.1.	<p>Describes, sorts and classifies shapes using some attributes such as size, sides, and other properties</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
STANDARD	MA-60.4.2.	<p>Discovers connections between formal geometric shapes and the surrounding environment</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
STANDARD	MA-60.4.3.	<p>Combines materials to make three-dimensional and two-dimensional shapes</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
STANDARD	MA-60.4.4.	<p>Breaks down shapes into parts and wholes</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
STANDARD	MA-60.4.5.	<p>Initiates activities that indicate understanding of directionality</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance</p>
STANDARD	MA-60.4.6.	<p>Uses orientation and directionality words such as slides, flips and turns as shapes are</p>



		<p>manipulated</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance</p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
STANDARD	MA-60.4.7.	<p>Uses symbols and/or objects to indicate beginning understanding of relative positions in space (i.e. creates simple maps; follows directions during nature walks)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.8 Uses and makes simple sketches, models, or pictorial maps to locate objects</p>
STANDARD	MA-60.4.8.	<p>Demonstrates or describes relative positions of objects, using words such as up, down, beside, over</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance</p>
STRAND / DOMAIN	ME.MA-60.	Math (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	MA-60.5.	Measurement and Data
STANDARD	MA-60.5.1.	<p>Describes sorts and classifies groups of objects using one or more attribute</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p>
STANDARD	MA-60.5.2.	<p>Identifies and compares measurable attributes of everyday objects, using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, full, empty)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare;</p>

		knows the purpose of standard measuring tools
STANDARD	MA-60.5.3.	Begins to identify such words as “first”, “next”, and “la 22 Compares and measures c. Represents and analyzes data Objective 22c.2 Knows a few ordinal numbers
STANDARD	MA-60.5.4.	Uses discrete attributes to order and seriate materials <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
STANDARD	MA-60.5.5.	Recognizes, duplicates, creates, and extends simple patterns using objects <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns
STANDARD	MA-60.5.6.	Uses past and future tenses and time words appropriately <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money Objective 22b.4 Relates time to daily routines and schedule
STANDARD	MA-60.5.7.	Begins to understand concepts such as yesterday, today, and tomorrow <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money Objective 22b.4 Relates time to daily routines and schedule
STANDARD	MA-60.5.8.	Responds to questions that can be answered through data analysis <u>GOLD® Objectives for Development and Learning</u> • 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
STANDARD	MA-60.5.9.	Represents data using simple charts and graphs (2-D or 3-D) <u>GOLD® Objectives for Development and Learning</u> • 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
STANDARD	MA-60.5.10.	Uses non-standard units of measurement to measure objects; notices similarities and differences

		<u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
STANDARD	MA-60.5.11.	Connects measurement terms and concepts in everyday life <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
STRAND / DOMAIN	ME.SC-60.	Science (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	SC-60.1.	Physical Science
STANDARD	SC-60.1.1.	Uses senses, tools (including technology) to observe, describe, discuss and attempt to explain the effects of different strengths or different directions of pushes and pulls on the object <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STANDARD	SC-60.1.2.	Plans and carries out, with teacher support, comparisons of motion and force using common objects and materials (e.g., which objects move faster or slower, which object goes faster or further when you just let go or give it a push) <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STANDARD	SC-60.1.3.	Records results of observations, with teacher support, using simple drawings, discussions, charts, photos or models and reflects on what was learned <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STANDARD	SC-60.1.4.	Uses knowledge and skills learned through observation and exploration to create new and improved objects or processes (e.g., changes the surface material of a ramp or put bigger wheels on a car to make a difference in speed) <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STANDARD	SC-60.1.5.	Listens to stories, poems, and finger plays about physical knowledge and uses

		<p>vocabulary about speed, motion and stability in daily conversations</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STANDARD	SC-60.1.6.	<p>Constructs a system of tubes and/or ramps for a marble to travel through; and discovers that steeper ramps will cause a marble to travel faster</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STRAND / DOMAIN	ME.SC-60.	Science (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	SC-60.2.	Earth Science
STANDARD	SC-60.2.1.	<p>Uses senses and tools (including technology) to observe, describe, discuss and generate questions about changes in weather over time (e.g., why ice melts faster in the sun than in the woods, why puddles evaporate in the sun but remain longer in the shade, why metal gets hot on a sunny day but not a rainy one)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD	SC-60.2.2.	<p>Plans and carries out simple experiments about water and heat (turning water to ice when brought outdoors in winter or mud turning to dirt in the sun) and records observations using drawings, discussions, graphs and technology</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD	SC-60.2.3.	<p>Asks questions and investigates the ways that weather can affect things that can be done outside</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD	SC-60.2.4.	<p>Uses knowledge and skills learned through observation of the earth and sun to create new and improved objects or processes (e.g. creating shade on a hot day or changing the path of water away from the playground after rain)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD	SC-60.2.5.	<p>Demonstrates, through observation and investigation, an understanding that human action impacts the earth (i.e., use of resources and recycling, the process from cutting trees to recycling paper)</p>



		<u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD	SC-60.2.6.	Demonstrates an understanding of how weather forecasts are used to select appropriate garments to wear or bring along when leaving home <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD	SC-60.2.7.	Develops a sense of dangerous/severe weather in Maine <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STRAND / DOMAIN	ME.SC-60.	Science (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	SC-60.3.	Life Science
STANDARD	SC-60.3.1.	Uses senses to observe and describe properties of familiar plants and animals <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD	SC-60.3.2.	Uses vocabulary for naming plants and animals moving beyond generic labels (e.g. "bug") to names of specific creatures (e.g. "ant", "beetle") and use symbols or icons to identify where they see such creatures <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD	SC-60.3.3.	Develops plans based on observations and guided inquiry, to care for plants and animals in the classroom and surrounding area <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD	SC-60.3.4.	Observes and describes animals in his/her immediate environment to learn what they need to live <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD	SC-60.3.5.	Uses nature journals, tally sheets and resource materials, with support, to summarize observations (e.g., make connections between the types and numbers of birds coming to a feeder in summer or winter by counting and categorizing) <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD	SC-60.3.6.	Listens to accounts and discusses pictures found in fictional or non-fictional books or

		media to enhance vocabulary and concept knowledge of living things and their environments <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD	SC-60.3.7.	Identifies problems affecting the lives of plants and animals (including themselves) and generates possible solutions <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD	SC-60.3.8.	With teacher support, creates drawings or models for possible solutions <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD	SC-60.3.9.	Compares tools or solutions and reflects on what works well <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD	SC-60.3.10.	Designs and creates materials to change the behavior or incidence of creatures (e.g. bird feeders, butterfly gardens) in places <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STRAND / DOMAIN	ME.SS-60.	Social Studies (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	SS-60.1.	Civics and Government
STANDARD	SS-60.1.1.	Understands the reasons for rules in the home and classroom and for laws in the community <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD	SS-60.1.2.	Understands and discusses why responsibilities are important <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD	SS-60.1.3.	Displays awareness that rules and laws change <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD	SS-60.1.4.	Participates in developing classroom rules and decisions

		<u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD	SS-60.1.5.	Assists, with support and guidance, in developing and participating in activity designed to care for the environment and/or community <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STRAND / DOMAIN	ME.SS-60.	Social Studies (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	SS-60.2.	Economics
STANDARD	SS-60.2.1.	Explores and discusses differences between needs and wants <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD	SS-60.2.2.	Understands individuals may have to wait before buying a good or service they want <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STRAND / DOMAIN	ME.SS-60.	Social Studies (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	SS-60.3.	Geography
STANDARD	SS-60.3.1.	Develops an understanding of the use and representation of simple maps, globes, and other geographic tools <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
STANDARD	SS-60.3.2.	Describes some physical features of the community <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
STANDARD	SS-60.3.3.	Recognizes that environmental changes can impact people, animals, and plants <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STRAND / DOMAIN	ME.SS-60.	Social Studies (End of 60 months)
CATEGORY / PERFORMANCE INDICATOR	SS-60.4.	History
STANDARD	SS-60.4.1.	Differentiates between past, present, and future <u>GOLD® Objectives for Development and Learning</u>

		• Objective 31 Explores change related to familiar people or places
STANDARD	SS-60.4.2.	Demonstrates a basic understanding of how things, people, and places change over time <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
STANDARD	SS-60.4.3.	Recalls events that happened in the past, such as a family or personal history <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
STANDARD	SS-60.4.4.	Displays awareness of similarities and differences among individuals and families <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live

Supporting Maine's Infants & Toddlers: Guidelines for Learning & Development

Ages birth to three, adopted 2005

STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.1.	Self-Awareness: Understanding that the self is a separate being with an identity of his or her own and with connectedness to others.
EXPECTATION	B-8.1.1.1.	Explores what own body can do by: looking, chewing, reaching, grabbing <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.1.	Self-Awareness: Understanding that the self is a separate being with an identity of his or her own and with connectedness to others.
EXPECTATION	B-8.1.1.2.	Has a limited understanding that he or she is responsible for some of the fascinating events in the environment

		<u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.2.	Self-Regulation: Development of the ability to regulate emotions and mood.
EXPECTATION	B-8.1.2.1.	Comforts self by: clutching toy, sucking thumb, stroking blanket <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.2.	Self-Regulation: Development of the ability to regulate emotions and mood.
EXPECTATION	B-8.1.2.2.	Starts, maintains, or stops social contact through: looks, gestures, sounds, smiles <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.2.	Self-Regulation: Development of the ability to regulate emotions and mood.
EXPECTATION	B-8.1.2.3.	Anticipates being lifted or fed <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.2.	Self-Regulation: Development of the ability to regulate emotions and mood.
EXPECTATION	B-8.1.2.4.	Signals when full <u>GOLD® Objectives for Development and Learning</u>

		<ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.3.	Self-Concept: Development in knowing and valuing self; growing ability to make independent decisions and choices.
EXPECTATION	B-8.1.3.1.	<p>Smiles at self in mirror</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
EXPECTATION	B-8.1.3.2.	<p>Recognizes holding/touching/own hands and feet</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.4.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves.
EXPECTATION	B-8.1.4.1.	<p>Signals adult for attention or help</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.2 Demonstrates a secure attachment to one or more adults</p>
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.4.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves.
EXPECTATION	B-8.1.4.2.	<p>Establishes, maintains and discontinues eye contact with person looking at him or her</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults



		Objective 2a.2 Demonstrates a secure attachment to one or more adults
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.4.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves.
EXPECTATION	B-8.1.4.3.	<p>Takes turn acting and reacting to adults</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.2 Demonstrates a secure attachment to one or more adults</p>
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.4.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves.
EXPECTATION	B-8.1.4.4.	<p>Is more easily soothed by sound of primary caregivers' voices than others' voices</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.2 Demonstrates a secure attachment to one or more adults</p>
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.4.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves.
EXPECTATION	B-8.1.4.5.	<p>Imitations of simple facial expressions</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.2 Demonstrates a secure attachment to one or more adults</p>
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.4.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves.
EXPECTATION	B-8.1.4.6.	Responds to being held

		<u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.4.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves.
EXPECTATION	B-8.1.4.7.	When being talked to, attends to the speaker <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.4.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves.
EXPECTATION	B-8.1.4.8.	Stays awake longer if adult interacts with him or her <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.4.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves.
EXPECTATION	B-8.1.4.9.	Shows preference for familiar adults <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)

INDICATOR		
STANDARD	B-8.1.4.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves.
EXPECTATION	B-8.1.4.10.	Smiles socially <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.4.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves.
EXPECTATION	B-8.1.4.11.	Shows expressions of surprise, sadness, disgust, anger and fear <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.5.	Peer Interaction: Noticing, relating with and becoming attached to people around the child's own age.
EXPECTATION	B-8.1.5.1.	Cries if another infant cries <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.5.	Peer Interaction: Noticing, relating with and becoming attached to people around the child's own age.
EXPECTATION	B-8.1.5.2.	Looks intently at another infant <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds

STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.5.	Peer Interaction: Noticing, relating with and becoming attached to people around the child's own age.
EXPECTATION	B-8.1.5.3.	Looking at others is often paired with excitement <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.5.	Peer Interaction: Noticing, relating with and becoming attached to people around the child's own age.
EXPECTATION	B-8.1.5.4.	Reaches out to touch peer's face, hair, or other body part <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.5.	Peer Interaction: Noticing, relating with and becoming attached to people around the child's own age.
EXPECTATION	B-8.1.5.5.	Grabs for an object a peer is holding <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.6.	Social intelligence: Awareness of diversity and difference
EXPECTATION	B-8.1.6.1.	Responds positively to primary caregivers <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults

		Objective 2a.2 Demonstrates a secure attachment to one or more adults
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.6.	Social intelligence: Awareness of diversity and difference
EXPECTATION	B-8.1.6.2.	<p>Responds to familiar/unfamiliar environment</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.2 Demonstrates a secure attachment to one or more adults</p>
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.1.	Perceptual Development: Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). The central nervous system processes information through the senses. Sensory, motor and cognitive skills are interconnected and influence each other.
EXPECTATION	B-8.2.1.1.	<p>Display reflexes</p> <p>No Correlations</p>
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.1.	Perceptual Development: Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). The central nervous system processes information through the senses. Sensory, motor and cognitive skills are interconnected and influence each other.
EXPECTATION	B-8.2.1.2.	<p>Newborns bring information in through senses</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.1.	Perceptual Development: Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). The central nervous system processes information through the senses. Sensory, motor and cognitive skills are interconnected

		and influence each other.
EXPECTATION	B-8.2.1.3.	<p>Infants show increased visual ability and perception</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.1.	Perceptual Development: Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). The central nervous system processes information through the senses. Sensory, motor and cognitive skills are interconnected and influence each other.
EXPECTATION	B-8.2.1.4.	<p>Infants show increased integration of sensory stimulation</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.2.	Gross-motor skills (large muscle): Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.
EXPECTATION	B-8.2.2.1.	<p>Exhibits beginning stages of large muscle control</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment • Objective 5 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.2.	Gross-motor skills (large muscle): Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.
EXPECTATION	B-8.2.2.2.	<p>Coordination of muscle control</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills

		Objective 4.2 Moves to explore immediate environment • Objective 5 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.2.	Gross-motor skills (large muscle): Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.
EXPECTATION	B-8.2.2.3.	May almost sit while rolling over <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.2.	Gross-motor skills (large muscle): Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.
EXPECTATION	B-8.2.2.4.	Begins to use arms and legs purposefully <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment • Objective 5 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.2.	Gross-motor skills (large muscle): Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.
EXPECTATION	B-8.2.2.5.	Holds arms out for jacket or lifts arms so T-shirt can be taken off <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)

INDICATOR		
STANDARD	B-8.2.3.	Fine Motor Skills (Small Muscle): Eye-hand or skilled sensory coordination
EXPECTATION	B-8.2.3.1.	Stares at objects, especially faces; begins to coordinate eyes <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
EXPECTATION	B-8.2.3.2.	Grasp reflex diminishing <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.3.	Fine Motor Skills (Small Muscle): Eye-hand or skilled sensory coordination
EXPECTATION	B-8.2.3.3.	Reaches for object with both arms but with hands fisted <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.3.	Fine Motor Skills (Small Muscle): Eye-hand or skilled sensory coordination
EXPECTATION	B-8.2.3.4.	Brings objects to mouth <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.3.	Fine Motor Skills (Small Muscle): Eye-hand or skilled sensory coordination
EXPECTATION	B-8.2.3.5.	Beginning eye hand coordination <u>GOLD® Objectives for Development and Learning</u>

		<ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.2 Reaches for, touches, and holds objects purposefully</p>
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.3.	Fine Motor Skills (Small Muscle): Eye-hand or skilled sensory coordination
EXPECTATION	B-8.2.3.6.	<p>Follows a slowly moving object with eyes</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.2 Pays attention to sights and sounds</p>
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.4.	Self-help/Adaptive skill development: Using motor skills to show adaptation and self-regulation strategies.
EXPECTATION	B-8.2.4.1.	<p>Displays signs of self-comforting</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.4 Comforts self by seeking out special object or person</p>
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.4.	Self-help/Adaptive skill development: Using motor skills to show adaptation and self-regulation strategies.
EXPECTATION	B-8.2.4.2.	<p>Shows signs of self-feeding</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.3.	Development of the ability to communicate (Young Infants: Birth to 8 months)
STANDARD	B-8.3.1.	Language Comprehension (receptive language): Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship. NOTE: Refers to mode of

		communication in which the child is most fluent including the child's primary language, sign language or assistive communication device.
EXPECTATION	B-8.3.1.1.	Maintains eye contact with person looking at him or her <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.3.	Development of the ability to communicate (Young Infants: Birth to 8 months)
STANDARD	B-8.3.1.	Language Comprehension (receptive language): Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship. NOTE: Refers to mode of communication in which the child is most fluent including the child's primary language, sign language or assistive communication device.
EXPECTATION	B-8.3.1.2.	Reacts to human voice <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.3.	Development of the ability to communicate (Young Infants: Birth to 8 months)
STANDARD	B-8.3.1.	Language Comprehension (receptive language): Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship. NOTE: Refers to mode of communication in which the child is most fluent including the child's primary language, sign language or assistive communication device.
EXPECTATION	B-8.3.1.3.	Reacts to new voices or sounds by becoming more quiet or active <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.3.	Development of the ability to communicate (Young Infants: Birth to 8 months)

STANDARD	B-8.3.1.	Language Comprehension (receptive language): Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship. NOTE: Refers to mode of communication in which the child is most fluent including the child's primary language, sign language or assistive communication device.
EXPECTATION	B-8.3.1.4.	Enjoys inflection and modulation of voices, especially that of the primary caregiver <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.3.	Development of the ability to communicate (Young Infants: Birth to 8 months)
STANDARD	B-8.3.1.	Language Comprehension (receptive language): Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship. NOTE: Refers to mode of communication in which the child is most fluent including the child's primary language, sign language or assistive communication device.
EXPECTATION	B-8.3.1.5.	Distinguishes familiar voices from other sounds <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.3.	Development of the ability to communicate (Young Infants: Birth to 8 months)
STANDARD	B-8.3.1.	Language Comprehension (receptive language): Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship. NOTE: Refers to mode of communication in which the child is most fluent including the child's primary language, sign language or assistive communication device.
EXPECTATION	B-8.3.1.6.	Exhibits participation when books are read <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development



CATEGORY / PERFORMANCE INDICATOR	B-8.3.	Development of the ability to communicate (Young Infants: Birth to 8 months)
STANDARD	B-8.3.2.	Language Expression (expressive/productive language): The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurring within the context of relationship. NOTE: Refers to mode of communication in which the child is most fluent including, the child's primary language, sign language or assistive communication devices.
EXPECTATION	B-8.3.2.1.	Initiates communication with caregiver <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.3.	Development of the ability to communicate (Young Infants: Birth to 8 months)
STANDARD	B-8.3.2.	Language Expression (expressive/productive language): The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurring within the context of relationship. NOTE: Refers to mode of communication in which the child is most fluent including, the child's primary language, sign language or assistive communication devices.
EXPECTATION	B-8.3.2.2.	Makes a variety of repetitive sounds or gestures <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.2 Babbles strings of single consonant sounds and combines sounds
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.3.	Development of the ability to communicate (Young Infants: Birth to 8 months)
STANDARD	B-8.3.2.	Language Expression (expressive/productive language): The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurring within the context of relationship. NOTE: Refers to mode of communication in which the child is most fluent including, the child's primary language, sign language or assistive communication devices.
EXPECTATION	B-8.3.2.3.	Imitates tones or inflections and actions made by caregiver <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development

CATEGORY / PERFORMANCE INDICATOR	B-8.3.	Development of the ability to communicate (Young Infants: Birth to 8 months)
STANDARD	B-8.3.2.	Language Expression (expressive/productive language): The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurring within the context of relationship. NOTE: Refers to mode of communication in which the child is most fluent including, the child's primary language, sign language or assistive communication devices.
EXPECTATION	B-8.3.2.4.	Uses a variety of means to express feelings or needs <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.3.	Development of the ability to communicate (Young Infants: Birth to 8 months)
STANDARD	B-8.3.3.	Emotional Understanding: Understanding of the emotional expressions of self and others.
EXPECTATION	B-8.3.3.1.	Can distinguish facial expressions such as: happiness, anger, sadness <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.3.	Development of the ability to communicate (Young Infants: Birth to 8 months)
STANDARD	B-8.3.4.	Emotional Expression: Ability to communicate feelings.
EXPECTATION	B-8.3.4.1.	Displays a wide range of emotions, both positive and negative, as well as interest and curiosity <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.4.	Development of curious minds (Young Infants: Birth to 8 months)
STANDARD	B-8.4.1.	Exploration and Discovery: Experiencing the properties of things, developing curiosity and inquiring about the world.
EXPECTATION	B-8.4.1.1.	Displays reflexes that set the stage for sensory exploration toward intellectual

		development No Correlations
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.4.	Development of curious minds (Young Infants: Birth to 8 months)
STANDARD	B-8.4.1.	Exploration and Discovery: Experiencing the properties of things, developing curiosity and inquiring about the world.
EXPECTATION	B-8.4.1.2.	Directs attention toward caregiver's face or voice <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.4.	Development of curious minds (Young Infants: Birth to 8 months)
STANDARD	B-8.4.1.	Exploration and Discovery: Experiencing the properties of things, developing curiosity and inquiring about the world.
EXPECTATION	B-8.4.1.3.	Directs attention toward objects <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.4.	Development of curious minds (Young Infants: Birth to 8 months)
STANDARD	B-8.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	B-8.4.2.1.	Engages in immediate and deferred imitation of facial expressions <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a. 1 Emerging to 14a.2 Recognizes people, objects, and animals in pictures or photographs
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.4.	Development of curious minds (Young Infants: Birth to 8 months)
STANDARD	B-8.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence

		of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	B-8.4.2.2.	Uses more than one sense at a time <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.4.	Development of curious minds (Young Infants: Birth to 8 months)
STANDARD	B-8.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	B-8.4.2.3.	Looks for or orients toward dropped object <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.4.	Development of curious minds (Young Infants: Birth to 8 months)
STANDARD	B-8.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	B-8.4.2.4.	Repeats making a pleasing sight, sound, or motion to continue <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.4.	Development of curious minds (Young Infants: Birth to 8 months)
STANDARD	B-8.4.3.	Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression
EXPECTATION	B-8.4.3.1.	Imitates sounds and gestures <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate

STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.4.	Development of curious minds (Young Infants: Birth to 8 months)
STANDARD	B-8.4.3.	Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression
EXPECTATION	B-8.4.3.2.	Observes and feels the rhythm of simple daily routines <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.1 Emerging to 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.4.	Development of curious minds (Young Infants: Birth to 8 months)
STANDARD	B-8.4.3.	Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression
EXPECTATION	B-8.4.3.3.	Uses sensorimotor exploration to experience various textures, patterns, sounds, and smells <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.4.	Development of curious minds (Young Infants: Birth to 8 months)
STANDARD	B-8.4.3.	Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression
EXPECTATION	B-8.4.3.4.	Begins to repeat chance sensorimotor activities to elicit a reaction <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.4.	Development of curious minds (Young Infants: Birth to 8 months)
STANDARD	B-8.4.3.	Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to

		find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression
EXPECTATION	B-8.4.3.5.	Anticipates being lifted and moves body accordingly <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.4.	Development of curious minds (Young Infants: Birth to 8 months)
STANDARD	B-8.4.3.	Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression
EXPECTATION	B-8.4.3.6.	Experiments with self-soothing activities <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
EXPECTATION	B-8.4.3.7.	Finds hidden objects <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)
STANDARD	8-18.1.1.	Self-Awareness: Understanding that the self is a separate being with an identity of his or her own and with connectedness to others.
EXPECTATION	8-18.1.1.1.	Begins to recognize and respond to name being spoken <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)
STANDARD	8-18.1.1.	Self-Awareness: Understanding that the self is a separate being with an identity of his or her own and with connectedness to others.



EXPECTATION	8-18.1.1.2.	Shows awareness of mirror image by: smiling, patting, vocalizing <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.3 Emerging to 9a.4 Names familiar, people, animals, and objects
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)
STANDARD	8-18.1.1.	Self-Awareness: Understanding that the self is a separate being with an identity of his or her own and with connectedness to others.
EXPECTATION	8-18.1.1.3.	Starts to develop toy preferences <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.3 Emerging to 1c.4 Seeks to do things for self
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)
STANDARD	8-18.1.2.	Self-Concept: Development in knowing and valuing self; growing ability to make independent decisions
EXPECTATION	8-18.1.2.1.	Shows preferences <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.3 Emerging to 1c.4 Seeks to do things for self
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)
STANDARD	8-18.1.2.	Self-Concept: Development in knowing and valuing self; growing ability to make independent decisions
EXPECTATION	8-18.1.2.2.	Shows distress when preferred people don't engage with them <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development

CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)
STANDARD	8-18.1.2.	Self-Concept: Development in knowing and valuing self; growing ability to make independent decisions
EXPECTATION	8-18.1.2.3.	Shows signs of mastery <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.3 Emerging to 1c.4 Seeks to do things for self
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)
STANDARD	8-18.1.3.	Self-Regulation: Development of the ability to regulate emotions and mood.
EXPECTATION	8-18.1.3.1.	Comforts self by: retrieving a familiar object, engaging in a familiar routine <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)
STANDARD	8-18.1.3.	Self-Regulation: Development of the ability to regulate emotions and mood.
EXPECTATION	8-18.1.3.2.	Expresses own needs <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)
STANDARD	8-18.1.3.	Self-Regulation: Development of the ability to regulate emotions and mood.
EXPECTATION	8-18.1.3.3.	Anticipates and participates in routine activities <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development



CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)
STANDARD	8-18.1.3.	Self-Regulation: Development of the ability to regulate emotions and mood.
EXPECTATION	8-18.1.3.4.	Can be restless and determined <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
EXPECTATION	8-18.1.3.5.	Power struggles emerge <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)
STANDARD	8-18.1.4.	Peer Interaction: Noticing, relating with and becoming attached to people around the child's own age.
EXPECTATION	8-18.1.4.1.	Plays side-by-side with another child <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)
STANDARD	8-18.1.4.	Peer Interaction: Noticing, relating with and becoming attached to people around the child's own age.
EXPECTATION	8-18.1.4.2.	Matches emotions with a peer's emotions <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)
STANDARD	8-18.1.4.	Peer Interaction: Noticing, relating with and becoming attached to people around the

		child's own age.
EXPECTATION	8-18.1.4.3.	Participates in spontaneous interactions with peers and exhibits enjoyment <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)
STANDARD	8-18.1.4.	Peer Interaction: Noticing, relating with and becoming attached to people around the child's own age.
EXPECTATION	8-18.1.4.4.	Influences and responds to another child's behavior in a simplistic manner <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)
STANDARD	8-18.1.4.	Peer Interaction: Noticing, relating with and becoming attached to people around the child's own age.
EXPECTATION	8-18.1.4.5.	Shows preference among play partners <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)
STANDARD	8-18.1.4.	Peer Interaction: Noticing, relating with and becoming attached to people around the child's own age.
EXPECTATION	8-18.1.4.6.	Knows the names of children <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)
STANDARD	8-18.1.4.	Peer Interaction: Noticing, relating with and becoming attached to people around the

		child's own age.
EXPECTATION	8-18.1.4.7.	Knows the family members of frequent playmates <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)
STANDARD	8-18.1.5.	Adult Interaction: Noticing, relating with and becoming attached to people.
EXPECTATION	8-18.1.5.1.	Uses sounds or gestures to get help from familiar adults <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)
STANDARD	8-18.1.5.	Adult Interaction: Noticing, relating with and becoming attached to people.
EXPECTATION	8-18.1.5.2.	Initiates contact with regular caregivers <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)
STANDARD	8-18.1.5.	Adult Interaction: Noticing, relating with and becoming attached to people.
EXPECTATION	8-18.1.5.3.	Looks to adult for messages about the environment <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)

STANDARD	8-18.1.5.	Adult Interaction: Noticing, relating with and becoming attached to people.
EXPECTATION	8-18.1.5.4.	Forms attachment to primary caregivers and distinguishes between familiar and unfamiliar adults <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)
STANDARD	8-18.1.5.	Adult Interaction: Noticing, relating with and becoming attached to people.
EXPECTATION	8-18.1.5.5.	Exhibits separation anxiety <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)
STANDARD	8-18.1.5.	Adult Interaction: Noticing, relating with and becoming attached to people.
EXPECTATION	8-18.1.5.6.	Gains joint attention on objects <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)
STANDARD	8-18.1.5.	Adult Interaction: Noticing, relating with and becoming attached to people.
EXPECTATION	8-18.1.5.7.	Responds to praise or rewards <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)

INDICATOR		
STANDARD	8-18.1.5.	Adult Interaction: Noticing, relating with and becoming attached to people.
EXPECTATION	8-18.1.5.8.	<p>Enjoys helping with chores</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.4 Seeks to do things for self</p>
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)
STANDARD	8-18.1.5.	Adult Interaction: Noticing, relating with and becoming attached to people.
EXPECTATION	8-18.1.5.9.	<p>Points to indicate interest in something as well as responds to pointing</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.2 Vocalizes and gestures to communicate</p>
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)
STANDARD	8-18.1.5.	Adult Interaction: Noticing, relating with and becoming attached to people.
EXPECTATION	8-18.1.5.10.	<p>Continues to show and make further progress with control of emotional expressions that have already been established.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.4 Comforts self by seeking out special object or person</p>
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)
STANDARD	8-18.1.5.	Adult Interaction: Noticing, relating with and becoming attached to people.
EXPECTATION	8-18.1.5.11.	<p>Imitates a sequence of events, even months after seeing the sequence completed by someone</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p>

STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.1.	Development into social beings (Older Infants: 8 to 18 months)
STANDARD	8-18-1.6.	Social Intelligence: Awareness of diversity and difference
EXPECTATION	8-18-1.6.1.	Emerges toward later end of this stage No Correlations
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.2.	Development of strong and healthy bodies (Older Infants: 8 to 18 months)
STANDARD	8-18.2.1.	Gross motor skills (large muscle): Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.
EXPECTATION	8-18.2.1.1.	Exhibits increasing control of large muscles and body movement <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.2.	Development of strong and healthy bodies (Older Infants: 8 to 18 months)
STANDARD	8-18.2.1.	Gross motor skills (large muscle): Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.
EXPECTATION	8-18.2.1.2.	Uses arms and legs with increasing purposefulness <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.2.	Development of strong and healthy bodies (Older Infants: 8 to 18 months)
STANDARD	8-18.2.2.	Fine motor skills (small muscle): Eye-hand or skilled sensory coordination
EXPECTATION	8-18.2.2.1.	Scoops and takes with hand to manipulate or pick up objects, sand, food etc. <u>GOLD® Objectives for Development and Learning</u>

		<ul style="list-style-type: none"> • 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
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.2.	Development of strong and healthy bodies (Older Infants: 8 to 18 months)
STANDARD	8-18.2.2.	Fine motor skills (small muscle): Eye-hand or skilled sensory coordination
EXPECTATION	8-18.2.2.2.	Uses thumb and forefinger to pick up small items <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • 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
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.2.	Development of strong and healthy bodies (Older Infants: 8 to 18 months)
STANDARD	8-18.2.2.	Fine motor skills (small muscle): Eye-hand or skilled sensory coordination
EXPECTATION	8-18.2.2.3.	Begins to show preference for one hand <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • 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
EXPECTATION	8-18.2.2.4.	Undresses self and untie shoes <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • 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
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.2.	Development of strong and healthy bodies (Older Infants: 8 to 18 months)
STANDARD	8-18.2.3.	Perceptual Development: Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). Senses provide the means by which information from the environment is processed by the central nervous system. Sensory, motor and cognitive skills are interconnected and always influencing each other.
EXPECTATION	8-18.2.3.1.	Continue to integrate information gathered from the senses <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation

		Objective 11d.2 Uses senses to explore the immediate environment
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.2.	Development of strong and healthy bodies (Older Infants: 8 to 18 months)
STANDARD	8-18.2.3.	Perceptual Development: Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). Senses provide the means by which information from the environment is processed by the central nervous system. Sensory, motor and cognitive skills are interconnected and always influencing each other.
EXPECTATION	8-18.2.3.2.	Visual information more refined <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.2.	Development of strong and healthy bodies (Older Infants: 8 to 18 months)
STANDARD	8-18.2.3.	Perceptual Development: Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). Senses provide the means by which information from the environment is processed by the central nervous system. Sensory, motor and cognitive skills are interconnected and always influencing each other.
EXPECTATION	8-18.2.3.3.	Hearing information more refined <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.2.	Development of strong and healthy bodies (Older Infants: 8 to 18 months)
STANDARD	8-18.2.4.	Self Help/Adaptive Skill Development: Using motor skills to show increased independence and ability to take care of own
EXPECTATION	8-18.2.4.1.	Continues to make progress with feeding self <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.2.	Development of strong and healthy bodies (Older Infants: 8 to 18 months)
STANDARD	8-18.2.4.	Self Help/Adaptive Skill Development: Using motor skills to show increased independence

		and ability to take care of own
EXPECTATION	8-18.2.4.2.	Shows interest in dressing self <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.2.	Development of strong and healthy bodies (Older Infants: 8 to 18 months)
STANDARD	8-18.2.4.	Self Help/Adaptive Skill Development: Using motor skills to show increased independence and ability to take care of own
EXPECTATION	8-18.2.4.3.	Shows initial curiosity/interest in toileting toward the end of stage <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.2.	Development of strong and healthy bodies (Older Infants: 8 to 18 months)
STANDARD	8-18.2.4.	Self Help/Adaptive Skill Development: Using motor skills to show increased independence and ability to take care of own
EXPECTATION	8-18.2.4.4.	Shows interest in helping with chores <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.3.	Development of the ability to communicate (Older Infants: 8 to 18 months)
STANDARD	8-18.3.1.	Language Comprehension (receptive language): Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship. NOTE: Refers to mode of communication which the child is most fluent including the child's primary language, sign language or assistive communication device.
EXPECTATION	8-18.3.1.1.	Responds with gestures or vocal signals to familiar words <u>GOLD® Objectives for Development and Learning</u>



		<ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.3.	Development of the ability to communicate (Older Infants: 8 to 18 months)
STANDARD	8-18.3.1.	Language Comprehension (receptive language): Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship. NOTE: Refers to mode of communication which the child is most fluent including the child's primary language, sign language or assistive communication device.
EXPECTATION	8-18.3.1.2.	<p>Understands simple one step requests such as: "Pick up your blanket", "Give me your cup"</p> <p><i>GOLD</i>[®] Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.4 Follows simple requests not accompanied by gestures
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.3.	Development of the ability to communicate (Older Infants: 8 to 18 months)
STANDARD	8-18.3.1.	Language Comprehension (receptive language): Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship. NOTE: Refers to mode of communication which the child is most fluent including the child's primary language, sign language or assistive communication device.
EXPECTATION	8-18.3.1.3.	<p>Looks to adult for messages about appropriate and inappropriate behavior</p> <p><i>GOLD</i>[®] Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.4 Follows simple requests not accompanied by gestures
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.3.	Development of the ability to communicate (Older Infants: 8 to 18 months)
STANDARD	8-18.3.1.	Language Comprehension (receptive language): Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship. NOTE: Refers to mode of

		communication which the child is most fluent including the child's primary language, sign language or assistive communication device.
EXPECTATION	8-18.3.1.4.	Attends to and enjoys listening to adult voices <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.3.	Development of the ability to communicate (Older Infants: 8 to 18 months)
STANDARD	8-18.3.2.	Language Expression (expressive/productive language): The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurs within the context of relationship. NOTE: Mode of communication in which the child is most fluent including child's primary language, sign language, or assistive communication device.
EXPECTATION	8-18.3.2.1.	Uses physical gestures or sounds to get help from familiar adults <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.3.	Development of the ability to communicate (Older Infants: 8 to 18 months)
STANDARD	8-18.3.2.	Language Expression (expressive/productive language): The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurs within the context of relationship. NOTE: Mode of communication in which the child is most fluent including child's primary language, sign language, or assistive communication device.
EXPECTATION	8-18.3.2.2.	Expresses self using gestures, movement, intonation or facial expressions <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.3.	Development of the ability to communicate (Older Infants: 8 to 18 months)
STANDARD	8-18.3.2.	Language Expression (expressive/productive language): The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurs within



		the context of relationship. NOTE: Mode of communication in which the child is most fluent including child's primary language, sign language, or assistive communication device.
EXPECTATION	8-18.3.2.3.	<p>Takes turns in back-and-forth verbal play with caregiver that mimics a conversation. Responding to caregiver's speech by producing words or by babbling sounds in reply for example</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others</p>
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.3.	Development of the ability to communicate (Older Infants: 8 to 18 months)
STANDARD	8-18.3.2.	Language Expression (expressive/productive language): The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurs within the context of relationship. NOTE: Mode of communication in which the child is most fluent including child's primary language, sign language, or assistive communication device.
EXPECTATION	8-18.3.2.4.	<p>Moves toward expression of identifiable words</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.3.	Development of the ability to communicate (Older Infants: 8 to 18 months)
STANDARD	8-18.3.2.	Language Expression (expressive/productive language): The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurs within the context of relationship. NOTE: Mode of communication in which the child is most fluent including child's primary language, sign language, or assistive communication device.
EXPECTATION	8-18.3.2.5.	<p>Exhibits increased participation when books are read</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books</p>
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE	8-18.3.	Development of the ability to communicate (Older Infants: 8 to 18 months)

INDICATOR		
STANDARD	8-18.3.2.	Language Expression (expressive/productive language): The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurs within the context of relationship. NOTE: Mode of communication in which the child is most fluent including child's primary language, sign language, or assistive communication device.
EXPECTATION	8-18.3.2.6.	Begins to "use" communication tools during imitative play <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.3.	Development of the ability to communicate (Older Infants: 8 to 18 months)
STANDARD	8-18.3.3.	Emotional Expression: Ability to communicate feeling
EXPECTATION	8-18.3.3.1.	Primary emotions become more apparent <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.3.	Development of the ability to communicate (Older Infants: 8 to 18 months)
STANDARD	8-18.3.4.	Emotional Understanding: Understanding of the emotional expressions of self and others.
EXPECTATION	8-18.3.4.1.	Uses other's expressions to decide how to react to new situations <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.3.	Development of the ability to communicate (Older Infants: 8 to 18 months)
STANDARD	8-18.3.4.	Emotional Understanding: Understanding of the emotional expressions of self and others.
EXPECTATION	8-18.3.4.2.	Can distinguish more primary emotions, such as: interest and disgust <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person

STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.4.	Development of curious minds (Older Infants: 8 to 18 months)
STANDARD	8-18.4.1.	Exploration and Discovery: Experiencing the properties of things, developing curiosity and inquiring about the world.
EXPECTATION	8-18.4.1.1.	Manipulates things in the environment <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.4.	Development of curious minds (Older Infants: 8 to 18 months)
STANDARD	8-18.4.1.	Exploration and Discovery: Experiencing the properties of things, developing curiosity and inquiring about the world.
EXPECTATION	8-18.4.1.2.	Investigates new phenomena <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.4.	Development of curious minds (Older Infants: 8 to 18 months)
STANDARD	8-18.4.1.	Exploration and Discovery: Experiencing the properties of things, developing curiosity and inquiring about the world.
EXPECTATION	8-18.4.1.3.	Takes time to investigate and protests if interrupted <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.4.	Development of curious minds (Older Infants: 8 to 18 months)
STANDARD	8-18.4.1.	Exploration and Discovery: Experiencing the properties of things, developing curiosity and inquiring about the world.
EXPECTATION	8-18.4.1.4.	Can use several senses at once to explore the environment

		<u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.4.	Development of curious minds (Older Infants: 8 to 18 months)
STANDARD	8-18.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought.
EXPECTATION	8-18.4.2.1.	Remembers location of favorite object <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.4.	Development of curious minds (Older Infants: 8 to 18 months)
STANDARD	8-18.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought.
EXPECTATION	8-18.4.2.2.	Remembers games and toys from the previous day <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
EXPECTATION	8-18.4.2.3.	Anticipates people's return within context of daily routine <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.4.	Development of curious minds (Older Infants: 8 to 18 months)
STANDARD	8-18.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought.
EXPECTATION	8-18.4.2.4.	Imitates actions across a change in context; beginning of ability to fantasize and role-play <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props



STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.4.	Development of curious minds (Older Infants: 8 to 18 months)
STANDARD	8-18.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought.
EXPECTATION	8-18.4.2.5.	Shows basic awareness of cause and immediate effect <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.4.	Development of curious minds (Older Infants: 8 to 18 months)
STANDARD	8-18.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought.
EXPECTATION	8-18.4.2.6.	Uses another object or person as a tool <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.4.	Development of curious minds (Older Infants: 8 to 18 months)
STANDARD	8-18.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought.
EXPECTATION	8-18.4.2.7.	Understands “more” in reference to food or simple play <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.4.	Development of curious minds (Older Infants: 8 to 18 months)
STANDARD	8-18.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought.
EXPECTATION	8-18.4.2.8.	Uses simple nesting or stacking toys <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects



STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.4.	Development of curious minds (Older Infants: 8 to 18 months)
STANDARD	8-18.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought.
EXPECTATION	8-18.4.2.9.	Understands time words such as “after,” “before” <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money Objective 22b.1 Emerging to 22b.2 Knows usual sequence of basic daily events
CATEGORY / PERFORMANCE INDICATOR	8-18.4.	Development of curious minds (Older Infants: 8 to 18 months)
STANDARD	8-18.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought.
EXPECTATION	8-18.4.2.10.	Explores spatial relationships <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.4.	Development of curious minds (Older Infants: 8 to 18 months)
STANDARD	8-18.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought.
EXPECTATION	8-18.4.2.11.	Groups a few objects by shape, color or size <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.2 Matches similar objects
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.4.	Development of curious minds (Older Infants: 8 to 18 months)
STANDARD	8-18.4.3.	Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression.
EXPECTATION	8-18.4.3.1.	Solves simple manipulative problems <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal



STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.4.	Development of curious minds (Older Infants: 8 to 18 months)
STANDARD	8-18.4.3.	Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression.
EXPECTATION	8-18.4.3.2.	Uses trial and error method effectively <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.4.	Development of curious minds (Older Infants: 8 to 18 months)
STANDARD	8-18.4.3.	Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression.
EXPECTATION	8-18.4.3.3.	Begins to think about actions before doing them <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.4.	Development of curious minds (Older Infants: 8 to 18 months)
STANDARD	8-18.4.3.	Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression.
EXPECTATION	8-18.4.3.4.	Is able to concentrate and not get distracted <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.4.	Development of curious minds (Older Infants: 8 to 18 months)
STANDARD	8-18.4.3.	Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression.

EXPECTATION	8-18.4.3.5.	Engages in imitative play; begins to fantasize and do simple role play <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.4.	Development of curious minds (Older Infants: 8 to 18 months)
STANDARD	8-18.4.3.	Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression.
EXPECTATION	8-18.4.3.6.	Begins to explore expression with art implements <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper
STRAND / DOMAIN	ME.8-18.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	8-18.4.	Development of curious minds (Older Infants: 8 to 18 months)
STANDARD	8-18.4.3.	Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression.
EXPECTATION	8-18.4.3.7.	Begins to move to music of varying rhythms, tempos, and types <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.1.	Self-Awareness: Understanding that the self is a separate being with an identity of his or her own and with connectedness to others
EXPECTATION	18-36.1.1.1.	Recognizes self in mirror or photographs <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)

INDICATOR		
STANDARD	18-36.1.1.	Self-Awareness: Understanding that the self is a separate being with an identity of his or her own and with connectedness to others
EXPECTATION	18-36.1.1.2.	Says own name in response to photo <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.1.	Self-Awareness: Understanding that the self is a separate being with an identity of his or her own and with connectedness to others
EXPECTATION	18-36.1.1.3.	Uses “me” or name <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.1.	Self-Awareness: Understanding that the self is a separate being with an identity of his or her own and with connectedness to others
EXPECTATION	18-36.1.1.4.	Identifies self by gender <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.1.	Self-Awareness: Understanding that the self is a separate being with an identity of his or her own and with connectedness to others
EXPECTATION	18-36.1.1.5.	Uses adjectives to refer to self <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.2.	Self-Concept: Development in knowing and valuing self; growing ability to make independent decisions and choices

EXPECTATION	18-36.1.2.1.	Wants to experience world on own terms <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.2.	Self-Concept: Development in knowing and valuing self; growing ability to make independent decisions and choices
EXPECTATION	18-36.1.2.2.	Uses evaluative words to talk about self <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.3.	Self-Regulation: Development of the ability to regulate emotions and mood
EXPECTATION	18-36.1.3.1.	Shows impulse control by walking around spilled items <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.3.	Self-Regulation: Development of the ability to regulate emotions and mood
EXPECTATION	18-36.1.3.2.	Anticipates and follows routines when prompted <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.5 Emerging to 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.4.	Peer Interaction: Noticing, relating with and becoming attached to people around the

		child's own age
EXPECTATION	18-36.1.4.1.	Engages in some joint exploration and associative play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.4.	Peer Interaction: Noticing, relating with and becoming attached to people around the child's own age
EXPECTATION	18-36.1.4.2.	Shows concern for a peer who is in distress <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.4.	Peer Interaction: Noticing, relating with and becoming attached to people around the child's own age
EXPECTATION	18-36.1.4.3.	Includes other children in pretend play <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.4.	Peer Interaction: Noticing, relating with and becoming attached to people around the child's own age
EXPECTATION	18-36.1.4.4.	Shows reciprocal exchanges with peers <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development

CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.4.	Peer Interaction: Noticing, relating with and becoming attached to people around the child's own age
EXPECTATION	18-36.1.4.5.	Seeks out a particular peer to be around <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.5.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves
EXPECTATION	18-36.1.5.1.	Through words or actions, uses adults as a resource <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.5.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves
EXPECTATION	18-36.1.5.2.	Shares accomplishments with adults <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.5.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves
EXPECTATION	18-36.1.5.3.	Periodically checks back with caregiver when playing or exploring <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with

		adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.5.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves
EXPECTATION	18-36.1.5.4.	Anxious reaction to unfamiliar adults decreases in intensity <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.5 Emerging to 2a.6 Manages separations without distress and engages with trusted adults
EXPECTATION	18-36.1.5.5.	Begins to appreciate the caregiver has needs and other priorities <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
EXPECTATION	18-36.1.5.6.	Because of this new understanding, begins to soothe self when separated from primary caregiver <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
EXPECTATION	18-36.1.5.7.	Seeks to repeat behaviors that are rewarded <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
EXPECTATION	18-36.1.5.8.	Carries on sustained interactions with caregivers <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
EXPECTATION	18-36.1.5.9.	Begins to show self-conscious emotions like shame, pride, or embarrassment in addition to already established emotional expressions

		<u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.5.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves
EXPECTATION	18-36.1.5.10.	Is eager to help with chores <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.5.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves
EXPECTATION	18-36.1.5.11.	Imitates adult activities <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.5.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves
EXPECTATION	18-36.1.5.12.	Identifies and imitates other people's roles <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)

INDICATOR		
STANDARD	18-36.1.6.	Social Intelligence: Awareness of diversity and difference
EXPECTATION	18-36.1.6.1.	Notices likenesses and differences <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.6.	Social Intelligence: Awareness of diversity and difference
EXPECTATION	18-36.1.6.2.	Comments on gender <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.6.	Social Intelligence: Awareness of diversity and difference
EXPECTATION	18-36.1.6.3.	Preference for same-sex companions over opposite-sex companions <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.2.	Development of strong and healthy bodies (Toddlers: 18-36 months)
STANDARD	18-36.2.1.	Gross Motor Skills (large muscle): Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.
EXPECTATION	18-36.2.1.1.	Exhibits more control and coordination of large muscle and body movement:
GRADE EXPECTATION	18-36.2.1.1.1.	Walks fast and well <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
GRADE EXPECTATION	18-36.2.1.1.2.	Seldom falls <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving



GRADE EXPECTATION	18-36.2.1.1.3.	Stands and walks on tip toes <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
GRADE EXPECTATION	18-36.2.1.1.4.	Walks backwards <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
GRADE EXPECTATION	18-36.2.1.1.5.	Walks up stairs holding a hand or railing <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
GRADE EXPECTATION	18-36.2.1.1.6.	Walks, runs with control, climbs well, throws a ball with aim <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements
GRADE EXPECTATION	18-36.2.1.1.7.	May jump in place <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing
GRADE EXPECTATION	18-36.2.1.1.8.	May balance on one foot for a second or two <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing
GRADE EXPECTATION	18-36.2.1.1.9.	Rides tricycle <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.2.	Development of strong and healthy bodies (Toddlers: 18-36 months)
STANDARD	18-36.2.1.	Gross Motor Skills (large muscle): Ability to maintain stability in various positions and to

		move from one position to another, dependent upon coordination of muscle strength and muscle tone.
EXPECTATION	18-36.2.1.2.	Uses arms and legs with more purposefulness <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.2.	Development of strong and healthy bodies (Toddlers: 18-36 months)
STANDARD	18-36.2.1.	Gross Motor Skills (large muscle): Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.
EXPECTATION	18-36.2.1.3.	Rides tricycle using pedals most of the time <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.2.	Development of strong and healthy bodies (Toddlers: 18-36 months)
STANDARD	18-36.2.1.	Gross Motor Skills (large muscle): Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.
EXPECTATION	18-36.2.1.4.	Engages in creative movement and dance spontaneously, and when prompted by music or adult cues <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.2.	Development of strong and healthy bodies (Toddlers: 18-36 months)
STANDARD	18-36.2.2.	Fine Motor Skills (small muscle): Eye-hand or skilled sensory coordination
EXPECTATION	18-36.2.2.1.	Uses a crayon to imitate marks/scribble <u>GOLD® Objectives for Development and Learning</u> • 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
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.2.	Development of strong and healthy bodies (Toddlers: 18-36 months)
STANDARD	18-36.2.2.	Fine Motor Skills (small muscle): Eye-hand or skilled sensory coordination
EXPECTATION	18-36.2.2.2.	Holds object with one hand and manipulates it with the other
GRADE EXPECTATION	18-36.2.2.2.1.	<p>Winds music box while holding it</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
GRADE EXPECTATION	18-36.2.2.2.2.	<p>Brushes doll's hair</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.2.	Development of strong and healthy bodies (Toddlers: 18-36 months)
STANDARD	18-36.2.2.	Fine Motor Skills (small muscle): Eye-hand or skilled sensory coordination
EXPECTATION	18-36.2.2.3.	<p>Folds blanket, cloth, diaper, or paper</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
EXPECTATION	18-36.2.2.4.	<p>Pours liquid from small pitcher or cup</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
EXPECTATION	18-36.2.2.5.	<p>Shows preference for one hand</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>

EXPECTATION	18-36.2.2.6.	<p>Puts on some easy clothing</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
EXPECTATION	18-36.2.2.7.	<p>Holds spoon, fork, cup, but may still spill</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
EXPECTATION	18-36.2.2.8.	<p>Can use a paintbrush but doesn't control drips</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
EXPECTATION	18-36.2.2.9.	<p>Can turn the pages of a book</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.2.	Development of strong and healthy bodies (Toddlers: 18-36 months)
STANDARD	18-36.2.3.	<p>Perceptual Development: Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). Senses provide the means by which information from the environment is processed by the central nervous system. Sensory, motor and cognitive skills are interconnected and always influencing each other.</p>
EXPECTATION	18-36.2.3.1.	<p>Sensory thresholds do not interfere with desire to explore surroundings</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE	18-36.2.	Development of strong and healthy bodies (Toddlers: 18-36 months)



INDICATOR		
STANDARD	18-36.2.3.	Perceptual Development: Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). Senses provide the means by which information from the environment is processed by the central nervous system. Sensory, motor and cognitive skills are interconnected and always influencing each other.
EXPECTATION	18-36.2.3.2.	Visual discrimination more refined <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.2.	Development of strong and healthy bodies (Toddlers: 18-36 months)
STANDARD	18-36.2.3.	Perceptual Development: Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). Senses provide the means by which information from the environment is processed by the central nervous system. Sensory, motor and cognitive skills are interconnected and always influencing each other.
EXPECTATION	18-36.2.3.3.	Hearing discrimination more refined <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.2.	Development of strong and healthy bodies (Toddlers: 18-36 months)
STANDARD	18-36.2.4.	Self Help/Adaptive Skill Development: Using motor skills to show increased independence and ability to take care of own needs
EXPECTATION	18-36.2.4.1.	Continues to progress with self feeding <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.2.	Development of strong and healthy bodies (Toddlers: 18-36 months)
STANDARD	18-36.2.4.	Self Help/Adaptive Skill Development: Using motor skills to show increased independence and ability to take care of own needs
EXPECTATION	18-36.2.4.2.	Continues to show interest in dressing self

		<u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.2.	Development of strong and healthy bodies (Toddlers: 18-36 months)
STANDARD	18-36.2.4.	Self Help/Adaptive Skill Development: Using motor skills to show increased independence and ability to take care of own needs
EXPECTATION	18-36.2.4.3.	Shows increased interest and proficiency with toileting skills <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.2.	Development of strong and healthy bodies (Toddlers: 18-36 months)
STANDARD	18-36.2.4.	Self Help/Adaptive Skill Development: Using motor skills to show increased independence and ability to take care of own needs
EXPECTATION	18-36.2.4.4.	May show increased interest in helping with chores <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.1.	Language Comprehension (receptive language): Understanding the meaning of information, ideas, and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurs within the context of relationship. Note: Mode of communication in which the child is most fluent including the child's primary language, sign language, or assistive communication device.
EXPECTATION	18-36.3.1.1.	Understands a variety of simple two-step requests such as: "Pick up the ball and bring it to me" <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions

		Objective 8b.4 Follows simple requests not accompanied by gestures
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.1.	Language Comprehension (receptive language): Understanding the meaning of information, ideas, and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurs within the context of relationship. Note: Mode of communication in which the child is most fluent including the child's primary language, sign language, or assistive communication device.
EXPECTATION	18-36.3.1.2.	<p>Understands name for: common objects, familiar people, and familiar actions</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.1.	Language Comprehension (receptive language): Understanding the meaning of information, ideas, and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurs within the context of relationship. Note: Mode of communication in which the child is most fluent including the child's primary language, sign language, or assistive communication device.
EXPECTATION	18-36.3.1.3.	<p>Understands contrasts such as: yes/no, come/go, run/stop, up/down</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.1.	Language Comprehension (receptive language): Understanding the meaning of information, ideas, and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurs within the context of relationship. Note: Mode of communication in which the child is most fluent including the child's primary language, sign language, or assistive communication device.
EXPECTATION	18-36.3.1.4.	Understands prepositions such as on, in, or under

		<u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.1.	Language Comprehension (receptive language): Understanding the meaning of information, ideas, and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurs within the context of relationship. Note: Mode of communication in which the child is most fluent including the child's primary language, sign language, or assistive communication device.
EXPECTATION	18-36.3.1.5.	With adult direction, finds items needed for an activity <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.1.	Language Comprehension (receptive language): Understanding the meaning of information, ideas, and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurs within the context of relationship. Note: Mode of communication in which the child is most fluent including the child's primary language, sign language, or assistive communication device.
EXPECTATION	18-36.3.1.6.	Shows increased attention span when being read to, and continues to enjoy listening to rhymes, finger plays, and songs of increased complexity <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.2.	Language Expression (expressive/productive language) continued: The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development

		occurs within the context of relationship. Note: Mode of communication in which the child is most fluent language including child's primary language, sign language, or assistive communication device.
EXPECTATION	18-36.3.2.1.	Uses words or actions to request assistance from familiar adults <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people
GRADE EXPECTATION	18-36.3.2.1.2.	Asks caregiver to get toys <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
GRADE EXPECTATION	18-36.3.2.1.3.	Asks for help when needed <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
GRADE EXPECTATION	18-36.3.2.1.4.	May attempt to use words to solve conflicts with peers/siblings or to request help from adult <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.4 Seeks adult help to resolve social problems
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.2.	Language Expression (expressive/productive language) continued: The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurs within the context of relationship. Note: Mode of communication in which the child is most fluent language including child's primary language, sign language, or assistive communication device.
EXPECTATION	18-36.3.2.2.	Combines words into simple sentences such as: "Mommy bye-bye" and "Milk all gone" <u>GOLD® Objectives for Development and Learning</u> • 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
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.2.	Language Expression (expressive/productive language) continued: The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurs within the context of relationship. Note: Mode of communication in which the child is most fluent language including child's primary language, sign language, or assistive communication device.
EXPECTATION	18-36.3.2.3.	Asks and answers simple questions <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.2.	Language Expression (expressive/productive language) continued: The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurs within the context of relationship. Note: Mode of communication in which the child is most fluent language including child's primary language, sign language, or assistive communication device.
EXPECTATION	18-36.3.2.4.	Uses everyday experiences to build on vocabulary <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.2.	Language Expression (expressive/productive language) continued: The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurs within the context of relationship. Note: Mode of communication in which the child is most fluent language including child's primary language, sign language, or assistive communication device.
EXPECTATION	18-36.3.2.5.	Exhibits increased participation with written forms of communication <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates

		books and other texts Objective 17a.2 Shows interest in books
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.2.	Language Expression (expressive/productive language) continued: The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurs within the context of relationship. Note: Mode of communication in which the child is most fluent language including child's primary language, sign language, or assistive communication device.
EXPECTATION	18-36.3.2.6.	Recognizes signs and symbols in the environment <u>GOLD® Objectives for Development and Learning</u> • 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
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.2.	Language Expression (expressive/productive language) continued: The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurs within the context of relationship. Note: Mode of communication in which the child is most fluent language including child's primary language, sign language, or assistive communication device.
EXPECTATION	18-36.3.2.7.	Increases understanding of use of communication tools <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.3.	Emotional Expression: Ability to communicate feelings
EXPECTATION	18-36.3.3.1.	Self-conscious emotions appear <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.2 Expresses feelings during a conflict
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)

INDICATOR		
STANDARD	18-36.3.3.	Emotional Expression: Ability to communicate feelings
EXPECTATION	18-36.3.3.2.	Uses artistic tools for creative expression <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.4.	Emotional Understanding: Ability to understand the emotional expressions of self and others
EXPECTATION	18-36.3.4.1.	Begins to talk about and play-act emotions <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.2 Expresses feelings during a conflict
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.4.	Emotional Understanding: Ability to understand the emotional expressions of self and others
EXPECTATION	18-36.3.4.2.	Begins to show sympathetic responding to others <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.1.	Exploration and Discovery: Experiencing the properties of things, developing curiosity and inquiring about the world
EXPECTATION	18-36.4.1.1.	Independently explores the immediate environment to investigate what is there <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development

CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.1.	Exploration and Discovery: Experiencing the properties of things, developing curiosity and inquiring about the world
EXPECTATION	18-36.4.1.2.	<p>Tries new activities, materials and equipment</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.4 Explores and investigates ways to make something happen</p>
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	18-36.4.2.1.	<p>Uses familiar objects in combination</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <p>Objective 11e.4 Uses creativity and imagination during play and routine tasks</p>
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	18-36.4.2.2.	<p>Engages in make believe play acting out simple dramatic play themes with others</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	18-36.4.2.3.	Counts to two or three



		<u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	18-36.4.2.4.	Uses some number words during play or activity <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	18-36.4.2.5.	Imitates counting rhymes <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	18-36.4.2.6.	Fills and empties containers with sand, water, or small toys <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence

		of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	18-36.4.2.7.	Shows interest in patterns and sequences <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	18-36.4.2.8.	Shows some understanding of daily time sequence <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money Objective 22b.1 Emerging to 22b.2 Knows usual sequence of basic daily events
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	18-36.4.2.9.	Matches simple shapes <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	18-36.4.2.10.	Classifies, labels, and sorts objects by characteristics <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.2 Matches similar objects
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)



STANDARD	18-36.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	18-36.4.2.11.	Arranges objects in lines <u>GOLD® Objectives for Development and Learning</u> • 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
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.3.	Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression
EXPECTATION	18-36.4.3.1.	Begins to solve simple problems in his or her head <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.3.	Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression
EXPECTATION	18-36.4.3.2.	Acts out dramatic play role-play themes with others; engages in make- believe play <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.3.	Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression
EXPECTATION	18-36.4.3.3.	Uses objects for other than their intended purpose <u>GOLD® Objectives for Development and Learning</u>



		<ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <p>Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways</p>
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	SED-T.	Social and Emotional Development (End of Toddler)
STANDARD	SED-T.1.	Emotional Development
EXPECTATION	SED-T.1.1.	<p>Wants to experience world on own terms</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.4 Seeks to do things for self</p>
EXPECTATION	SED-T.1.2.	<p>Developing ability to make independent decisions and choices</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.4 Seeks to do things for self</p>
EXPECTATION	SED-T.1.3.	<p>Identifies self by gender</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 29 Demonstrates knowledge about self
EXPECTATION	SED-T.1.4.	<p>Uses adjectives to refer to self</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 29 Demonstrates knowledge about self
EXPECTATION	SED-T.1.5.	<p>Recognizes self in mirror or photographs</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 29 Demonstrates knowledge about self
EXPECTATION	SED-T.1.6.	<p>Shows impulse control</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.4 Comforts self by seeking out special object or person</p>
EXPECTATION	SED-T.1.7.	<p>Anticipates and follows routines when prompted</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.5 Emerging to 1b.6 Manages classroom rules, routines, and transitions with</p>

		occasional reminders
EXPECTATION	SED-T.1.8.	Shows concern for a peer in distress <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
EXPECTATION	SED-T.1.9.	Notifies, relates and becomes attached to people <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.4 Plays with one or two preferred playmates
EXPECTATION	SED-T.1.10.	In new settings, periodically checks back with caregiver when playing and exploring <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
EXPECTATION	SED-T.1.11.	Anxious reaction to unfamiliar adults decreases in intensity <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.5 Emerging to 2a.6 Manages separations without distress and engages with trusted adults
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	SED-T.	Social and Emotional Development (End of Toddler)
STANDARD	SED-T.2.	Social Development
EXPECTATION	SED-T.2.1.	Development into social beings
GRADE EXPECTATION	SED-T.2.1.1.	Through words or actions uses adults as a resource <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
GRADE EXPECTATION	SED-T.2.1.2.	Anticipates and follows routine when prompted <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.5 Emerging to 1b.6 Manages classroom rules, routines, and transitions with

		occasional reminders
GRADE EXPECTATION	SED-T.2.1.3.	Is eager to help with chores <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
GRADE EXPECTATION	SED-T.2.1.4.	Imitates adult activities <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
GRADE EXPECTATION	SED-T.2.1.5.	Engages in some joint exploration and associative play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	SED-T.	Social and Emotional Development (End of Toddler)
STANDARD	SED-T.2.	Social Development-
EXPECTATION	SED-T.2.1.	Development into social beings
GRADE EXPECTATION	SED-T.2.1.6.	Shows reciprocal exchanges with peers <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
GRADE EXPECTATION	SED-T.2.1.7.	Seeks out a particular peer to be around <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend
GRADE EXPECTATION	SED-T.2.1.8.	Includes other children in pretend play <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	AL-T.	Approaches to Learning (End of Toddler)
STANDARD	AL-T.1.	Approaches to Learning
EXPECTATION	AL-T.1.1.	Experiments with objects and actions <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
EXPECTATION	AL-T.1.2.	Experiences the properties of things, develops curiosity and inquires about the world <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
EXPECTATION	AL-T.1.3.	Returns to a desired task even when distracted <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
EXPECTATION	AL-T.1.4.	Focuses on the reader or storyteller for brief periods of time <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
EXPECTATION	AL-T.1.5.	Engages in make believe play <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
EXPECTATION	AL-T.1.6.	Find simple solutions through trial and error <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it

EXPECTATION	AL-T.1.7.	Develops the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	CA-T.	Creative Arts (End of Toddler)
STANDARD	CA-T.1.	Visual Arts
EXPECTATION	CA-T.1.1.	Uses a crayon to imitate marks/scribbles <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
EXPECTATION	CA-T.1.2.	Engages in some joint exploration and associate play <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
EXPECTATION	CA-T.1.3.	Uses artistic tools for creative Expression <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
EXPECTATION	CA-T.1.4.	Tries new activities, materials and equipment; tries unfamiliar art materials <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	CA-T.	Creative Arts (End of Toddler)
STANDARD	CA-T.2.	Movement and Dance
EXPECTATION	CA-T.2.1.	Engages in creative movement and dance spontaneously when prompted by music or cues <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	CA-T.	Creative Arts (End of Toddler)
STANDARD	CA-T.3.	Music

EXPECTATION	CA-T.3.1.	Imitates counting rhymes <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
EXPECTATION	CA-T.3.2.	Memorizes and repeats phrases of songs, books and rhymes <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
EXPECTATION	CA-T.3.3.	Continues to enjoy listening to rhymes, finger plays and songs of increased complexity <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
EXPECTATION	CA-T.3.4.	Sensory thresholds do not interfere with desire to explore surroundings <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
EXPECTATION	CA-T.3.5.	Hearing discriminations may become more refined <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	CA-T.	Creative Arts (End of Toddler)
STANDARD	CA-T.4.	Dramatic Play/Performance
EXPECTATION	CA-T.4.1.	Uses familiar objects in combination <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
EXPECTATION	CA-T.4.2.	Acts out dramatic play themes with others <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
EXPECTATION	CA-T.4.3.	Engages in make-believe play

		<u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
EXPECTATION	CA-T.4.4.	Includes other children in pretend play <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	ELL-T.	Early Language and Literacy (End of Toddler)
STANDARD	ELL-T.1.	Speaking and Listening
EXPECTATION	ELL-T.1.1.	Carries on sustained interactions with caregivers <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations
EXPECTATION	ELL-T.1.2.	Uses words or actions to request assistance from familiar adults <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
EXPECTATION	ELL-T.1.3.	Recognizes names for common objects, familiar people and familiar actions <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	ELL-T.	Early Language and Literacy (End of Toddler)
STANDARD	ELL-T.2.	Language
EXPECTATION	ELL-T.2.1.	Asks and answers simple questions (e.g., What is that? Where is daddy?) <u>GOLD® Objectives for Development and Learning</u>

		<ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
EXPECTATION	ELL-T.2.2.	Understands prepositions such as on, in, or under <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • 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)
EXPECTATION	ELL-T.2.3.	Combines words into simple sentences <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • 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
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	ELL-T.	Early Language and Literacy (End of Toddler)
STANDARD	ELL-T.2.	Language
EXPECTATION	ELL-T.2.4.	Uses everyday experiences to build vocabulary <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	ELL-T.	Early Language and Literacy (End of Toddler)
STANDARD	ELL-T.2.	Language
EXPECTATION	ELL-T.2.5.	Understands contrasts such as: yes/no, run/stop, come/go, up/down <u>GOLD® Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	RL-T.	Reading Standards for Literature (End of Toddler)
STANDARD	RL-T.1.	Shows increased attention span when being read to

		<u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
STANDARD	RL-T.2.	Exhibits increased participation with written forms of communication: Makes sounds that relate to pictures in books <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.2 Contributes particular language from the book at the appropriate time
STANDARD	RL-T.3.	Begins to make observations about the use of words and pictures <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures
STANDARD	RL-T.4.	Enjoys listening to stories of increased complexity <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	RL-T.	Reading Standards for Literature (End of Toddler)
STANDARD	RL-T.5.	Details-Informational Text
EXPECTATION	RL-T.5.1.	Shows increased attention span when being read to <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
EXPECTATION	RL-T.5.2.	Exhibits increased participation with written forms of communication: Makes sounds that relate to pictures in books <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections



		Objective 18a.2 Contributes particular language from the book at the appropriate time
EXPECTATION	RL-T.5.3.	Begins to make observations about the use of words and pictures <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures
EXPECTATION	RL-T.5.4.	Enjoys listening to informational texts of increased complexity <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	RL-T.	Reading Standards for Literature (End of Toddler)
STANDARD	RL-T.6.	Foundational Skills
EXPECTATION	RL-T.6.1.	Exhibits increased participation with written forms of communication <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.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
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	RL-T.	Reading Standards for Literature (End of Toddler)
STANDARD	RL-T.6.	Foundational Skills
EXPECTATION	RL-T.6.2.	Recognizes signs and symbols in the environment <u>GOLD® Objectives for Development and Learning</u> • 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
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	RL-T.	Reading Standards for Literature (End of Toddler)
STANDARD	RL-T.7.	Writing Standards
EXPECTATION	RL-T.7.1.	Increases understanding of use of communication tools-names scribbles made with

		<p>marker or crayon by telling others what scribbles mean</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message</p>
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	PDH-T.	Physical Development and Health (End of Toddler)
STANDARD	PDH-T.1.	Nutrition
EXPECTATION	PDH-T.1.1.	<p>Continues to progress with self-feeding</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	PDH-T.	Physical Development and Health (End of Toddler)
STANDARD	PDH-T.2.	Safety
EXPECTATION	PDH-T.2.1.	<p>Periodically checks back with caregiver when playing or exploring</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	PDH-T.	Physical Development and Health (End of Toddler)
STANDARD	PDH-T.2.	Safety
EXPECTATION	PDH-T.2.2.	<p>Anxious reaction to unfamiliar adults decreases in intensity</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.5 Emerging to 2a.6 Manages separations without distress and engages with trusted adults</p>
EXPECTATION	PDH-T.2.3.	<p>Shows impulse control by walking around spilled items</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person</p>



STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	PDH-T.	Physical Development and Health (End of Toddler)
STANDARD	PDH-T.3.	Fine Motor
EXPECTATION	PDH-T.3.1.	<p>Holds object with one hand and manipulates it with the other</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
EXPECTATION	PDH-T.3.2.	<p>Folds blanket, cloth, diaper, or paper</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
EXPECTATION	PDH-T.3.3.	<p>Pours liquid from small pitcher or cup</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
EXPECTATION	PDH-T.3.4.	<p>Shows preference for one hand</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
EXPECTATION	PDH-T.3.5.	<p>Puts on some easy clothing</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
EXPECTATION	PDH-T.3.6.	<p>Holds spoon, fork, cup, but may still spill</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
EXPECTATION	PDH-T.3.7.	Can use a paintbrush but doesn't control drips



		<u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	PDH-T.	Physical Development and Health (End of Toddler)
STANDARD	PDH-T.4.	Gross Motor
EXPECTATION	PDH-T.4.1.	Exhibits more control and coordination of large muscle and body movement <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
GRADE EXPECTATION	PDH-T.4.1.1.	Walks fast and well <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
GRADE EXPECTATION	PDH-T.4.1.2.	Seldom falls <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
GRADE EXPECTATION	PDH-T.4.1.3.	Stands and walk on tip toes <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
GRADE EXPECTATION	PDH-T.4.1.4.	Walks backwards <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
GRADE EXPECTATION	PDH-T.4.1.5.	Walks up stairs holding a hand or railing <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
GRADE EXPECTATION	PDH-T.4.1.6.	Walks, runs with control, climbs well, throws a ball with aim

		<u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements
GRADE EXPECTATION	PDH-T.4.1.7.	May jump in place <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing
GRADE EXPECTATION	PDH-T.4.1.8.	May balance on one foot for a second or two <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing
GRADE EXPECTATION	PDH-T.4.1.9.	Rides tricycle using pedals most of the time <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	PDH-T.	Physical Development and Health (End of Toddler)
STANDARD	PDH-T.4.	Gross Motor
EXPECTATION	PDH-T.4.2.	Uses arms and legs with more purposefulness <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	PDH-T.	Physical Development and Health (End of Toddler)
STANDARD	PDH-T.5.	Health Knowledge and Practices
EXPECTATION	PDH-T.5.1.	Continues to show interest in dressing self <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs

		appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	PDH-T.	Physical Development and Health (End of Toddler)
STANDARD	PDH-T.5.	Health Knowledge and Practices
EXPECTATION	PDH-T.5.2.	Shows increased interest and proficiency with toileting skills <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	PDH-T.	Physical Development and Health (End of Toddler)
STANDARD	PDH-T.5.	Health Knowledge and Practices
EXPECTATION	PDH-T.5.3.	May show increased interest in helping with chores <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	MA-T.	Math (End of Toddler)
STANDARD	MA-T.1.	Independently explores the immediate environment to investigate what is there <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STANDARD	MA-T.2.	Tries new activities, materials and equipment <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
STANDARD	MA-T.3.	Counts to two or three <u>GOLD® Objectives for Development and Learning</u>

		<ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
STANDARD	MA-T.4.	<p>Imitates counting rhymes</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
STANDARD	MA-T.5.	<p>Uses some number words during play or activity</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>
STANDARD	MA-T.6.	<p>Begins to solve simple problems in his or her head</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</p>
STANDARD	MA-T.7.	<p>Uses objects for other than their intended purpose</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <p>Objective 11e.4 Uses creativity and imagination during play and routine tasks</p>
STANDARD	MA-T.8.	<p>Shows interest in patterns and sequences</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 23 Demonstrates knowledge of patterns <p>Objective 23.2 Shows interest in simple patterns in everyday life</p>
STANDARD	MA-T.9.	<p>Matches simple shapes: using puzzles-circle, square, triangle</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.2 Matches two identical shapes</p>
STANDARD	MA-T.10.	<p>Classifies, labels and sorts objects by characteristics</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • 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
STANDARD	MA-T.11.	Arranges objects in lines <u>GOLD® Objectives for Development and Learning</u> • 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
STANDARD	MA-T.12.	Shows interest in patterns and sequences <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
STANDARD	MA-T.13.	Shows some understanding of daily time sequence <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money Objective 22b.1 Emerging to 22b.2 Knows usual sequence of basic daily events
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	SC-T.	Science (End of Toddler)
STANDARD	SC-T.1.	Physical Science
EXPECTATION	SC-T.1.1.	Explores and discovers new materials, activities and equipment <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
EXPECTATION	SC-T.1.2.	Begins to solve simple problems in his/her head such as moving an object to get another <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
EXPECTATION	SC-T.1.3.	Classifies, labels and sorts objects <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
EXPECTATION	SC-T.1.4.	Tries new materials, equipment and activities

		<u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
EXPECTATION	SC-T.1.5.	Uses familiar objects in combination <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	SC-T.	Science (End of Toddler)
STANDARD	SC-T.2.	Earth Science
EXPECTATION	SC-T.2.1.	Shows some understanding of daily time sequence <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money Objective 22b.1 Emerging to 22b.2 Knows usual sequence of basic daily events
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	SC-T.	Science (End of Toddler)
STANDARD	SC-T.3.	Life Science
EXPECTATION	SC-T.3.1.	Sorts objects <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
EXPECTATION	SC-T.3.2.	Shows enjoyment and discrimination of increasingly complex sensory information <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
EXPECTATION	SC-T.3.3.	Explores different textures in the natural environment <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION	SC-T.3.4.	Visual discrimination more refined



		<u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	SS-T.	Social Studies (End of Toddler)
STANDARD	SS-T.1.	Civics and Government
EXPECTATION	SS-T.1.1.	Anticipates and follows routine when prompted <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.5 Emerging to 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
EXPECTATION	SS-T.1.2.	Engages in some joint exploration and associative play <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	SS-T.	Social Studies (End of Toddler)
STANDARD	SS-T.2.	Economics
EXPECTATION	SS-T.2.1.	Identifies and imitates other people's roles <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	SS-T.	Social Studies (End of Toddler)
STANDARD	SS-T.3.	Geography
EXPECTATION	SS-T.3.1.	Independently explores and investigates the immediate environment <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STRAND / DOMAIN	ME.T.	Early Learning Development Standards

CATEGORY / PERFORMANCE INDICATOR	SS-T.	Social Studies (End of Toddler)
STANDARD	SS-T.4.	History
EXPECTATION	SS-T.4.1.	Shows some understanding of daily time sequence <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money Objective 22b.1 Emerging to 22b.2 Knows usual sequence of basic daily events
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	SS-T.	Social Studies (End of Toddler)
STANDARD	SS-T.4.	History
EXPECTATION	SS-T.4.2.	Notices likenesses and differences <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self

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