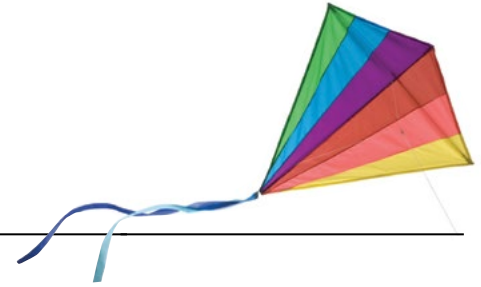**TeachingStrategies®**

Alignment of

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

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

aligned to

Utah's Early Childhood Core Standards

Ages three to five; adopted 2013

STANDARD / AREA OF LEARNING	UT.EC.ELA.	English Language Arts
OBJECTIVE / STRAND	**ELA.RL.**	**READING STANDARDS FOR LITERATURE (RL)**
INDICATOR / CLUSTER		**KEY IDEAS AND DETAILS**
EXPECTATION / STANDARD	**ELA.RL.1.**	**With prompting and support, state some details of a text.** *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective 18a.6 **Identifies story-related problems, events, and resolutions during conversations with an adult**
EXPECTATION / STANDARD	**ELA.RL.2.**	**Listen attentively and retell simple stories through conversation, art, movement, or drama.** *GOLD*® Objectives for Development and Learning • Objective 18 **Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts** Objective **18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts**
EXPECTATION / STANDARD	**ELA.RL.3.**	**Answer questions about simple stories using sequencing format (e.g., what happened first, next, and last).** *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**
STANDARD / AREA OF LEARNING	UT.EC.ELA.	English Language Arts
OBJECTIVE / STRAND	**ELA.RL.**	**READING STANDARDS FOR LITERATURE (RL)**
INDICATOR / CLUSTER		**CRAFT AND STRUCTURE**

EXPECTATION / STANDARD	ELA.RL.4.	With prompting and support, ask and answer questions about unknown words in a text. _GOLD®_ **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts** **Objective 18d.1 Emerging to 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)**
EXPECTATION / STANDARD	ELA.RL.5.	With prompting and support, recognize common types of texts (e.g., storybooks, poems). _GOLD®_ **Objectives for Development and Learning** • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.7 Emerging to 17a.8 Uses various types of books for their intended purposes**
EXPECTATION / STANDARD	ELA.RL.6.	With prompting and support, recognize that books have a title, author, and illustrator. _GOLD®_ **Objectives for Development and Learning** • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors**
STANDARD / AREA OF LEARNING	UT.EC.ELA.	**English Language Arts**
OBJECTIVE / STRAND	ELA.RL.	**READING STANDARDS FOR LITERATURE (RL)**
INDICATOR / CLUSTER		**INTEGRATION OF KNOWLEDGE AND IDEALS**
EXPECTATION / STANDARD	ELA.RL.7.	Understand that illustrations help tell the story. _GOLD®_ **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.4 Asks and answers questions about the text; refers to pictures**
EXPECTATION / STANDARD	ELA.RL.8.	(Not applicable to literature) **No Correlations**
EXPECTATION / STANDARD	ELA.RL.9.	Identify characters and their experiences in familiar stories. _GOLD®_ **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**

STANDARD / AREA OF LEARNING	UT.EC.ELA.	English Language Arts
OBJECTIVE / STRAND	ELA.RL.	READING STANDARDS FOR LITERATURE (RL)
INDICATOR / CLUSTER		RANGE OF READING AND LEVEL OF COMPLEXITY
EXPECTATION / STANDARD	ELA.RL.10.	Engage in shared reading experiences and explore books independently. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
STANDARD / AREA OF LEARNING	UT.EC.ELA.	English Language Arts
OBJECTIVE / STRAND	ELA.RI.	STANDARDS FOR INFORMATIONAL TEXT (RI)
INDICATOR / CLUSTER		KEY IDEAS AND DETAILS
EXPECTATION / STANDARD	ELA.RI.1.	With prompting and support, ask and answer questions about details in a text and make personal connections with text. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
EXPECTATION / STANDARD	ELA.RI.2.	Listen to a wide variety of informational text. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
EXPECTATION / STANDARD	ELA.RI.3.	With prompting and support, discuss information in a text and make connections to personal experiences. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
STANDARD / AREA OF LEARNING	UT.EC.ELA.	English Language Arts
OBJECTIVE / STRAND	ELA.RI.	STANDARDS FOR INFORMATIONAL TEXT (RI)
INDICATOR / CLUSTER		CRAFT AND STRUCTURE

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EXPECTATION / STANDARD	ELA.RI.4.	With guidance and support, connect new vocabulary in a text with known words or experiences. *GOLD®* **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts** Objective **18d.1 Emerging to 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)**
EXPECTATION / STANDARD	ELA.RI.5.	With prompting and support, identify the front cover, back cover, and title page of a book. *GOLD®* **Objectives for Development and Learning** • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** Objective **17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors**
EXPECTATION / STANDARD	ELA.RI.6.	With prompting and support, understand that a book has an author and an illustrator/photographer. *GOLD®* **Objectives for Development and Learning** • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** Objective **17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors**
STANDARD / AREA OF LEARNING	**UT.EC.ELA.**	**English Language Arts**
OBJECTIVE / STRAND	**ELA.RI.**	**STANDARDS FOR INFORMATIONAL TEXT (RI)**
INDICATOR / CLUSTER		**INTEGRATION OF KNOWLEDGE AND IDEALS**
EXPECTATION / STANDARD	ELA.RI.7.	With modeling and support, understand that illustrations/photographs provide information about a text. *GOLD®* **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**
EXPECTATION / STANDARD	ELA.RI.8.	With modeling and support, recall details from a text. *GOLD®* **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**

EXPECTATION / STANDARD	ELA.RI.9.	With prompting and support, recognize that there are similarities and differences between two texts on the same topic. *GOLD*® **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**
STANDARD / AREA OF LEARNING	UT.EC.ELA.	**English Language Arts**
OBJECTIVE / STRAND	ELA.RI.	**STANDARDS FOR INFORMATIONAL TEXT (RI)**
INDICATOR / CLUSTER		**RANGE OF READING AND LEVEL OF COMPLEXITY**
EXPECTATION / STANDARD	ELA.RI.10.	With modeling and support, participate in shared reading experiences. *GOLD*® **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**
STANDARD / AREA OF LEARNING	UT.EC.ELA.	**English Language Arts**
OBJECTIVE / STRAND	ELA.RF.	**READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)**
INDICATOR / CLUSTER		**PRINT CONCEPTS**
EXPECTATION / STANDARD	ELA.RF.1.	**With guidance and support, recognize that print conveys meaning and know the difference between pictures and words on a page.**
INDICATOR	ELA.RF.1.a.	Recognize that print is read from top to bottom and left to right. *GOLD*® **Objectives for Development and Learning** • Objective **17 Demonstrates knowledge of print and its uses b. Uses print concepts** Objective **17b.4 Indicates where to start reading and the direction to follow**
INDICATOR	ELA.RF.1.b.	Recognize the difference between pictures and words on a page or in the environment. *GOLD*® **Objectives for Development and Learning** • Objective **17 Demonstrates knowledge of print and its uses b. Uses print concepts** Objective **17b.2 Shows understanding that text is meaningful and can be read**
INDICATOR	ELA.RF.1.c.	(Begins in kindergarten readiness section.) **No Correlations**

INDICATOR	ELA.RF.1.d.	Recognize the difference between letters, numbers, and other symbols. _GOLD®_ Objectives for Development and Learning • 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
INDICATOR	ELA.RF.1.e.	Recognize print in everyday life (e.g., numbers, letters, one's name, words, familiar logos, and environmental print). _GOLD®_ Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses b. Uses print concepts** **Objective 17b.2 Shows understanding that text is meaningful and can be read**
STANDARD / AREA OF LEARNING	UT.EC.ELA.	English Language Arts
OBJECTIVE / STRAND	ELA.RF.	**READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)**
INDICATOR / CLUSTER		**PHONOLOGICAL AWARENESS**
EXPECTATION / STANDARD	ELA.RF.2.	**With guidance and support, begin to identify sounds (phonemes) in spoken words.**
INDICATOR	ELA.RF.2.a.	Respond to the rhythm of spoken language, such as songs, poems, or chants. _GOLD®_ Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds
INDICATOR	ELA.RF.2.b.	Begin to recognize syllables (word parts) in simple words. _GOLD®_ Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.4 Shows awareness of separate syllables in words
INDICATOR	ELA.RF.2.c.	Begin to recognize initial sounds in words (e.g., own name). _GOLD®_ Objectives for Development and Learning • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration** **Objective 15b.4 Shows awareness that some words begin the same way**
INDICATOR	ELA.RF.2.d.	Begin to demonstrate understanding the concept of first, middle and last. _GOLD®_ Objectives for Development and Learning • Objective **22 Compares and measures c. Represents and analyzes data** **Objective 22c.2 Knows a few ordinal numbers**

INDICATOR	ELA.RF.2.e.	(Begins in kindergarten readiness section.) No Correlations
STANDARD / AREA OF LEARNING	**UT.EC.ELA.**	**English Language Arts**
OBJECTIVE / STRAND	**ELA.RF.**	**READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)**
INDICATOR / CLUSTER		**PHONICS AND WORD RECOGNITION**
EXPECTATION / STANDARD	**ELA.RF.3.**	**With guidance and support, recognize that words are made up of letters and their sounds.**
INDICATOR	ELA.RF.3.a.	**Recognize that letters have names and sounds.** *GOLD*® Objectives for Development and Learning • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective **16a.4 Recognizes and names as many as 10 letters, especially those in own name** • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective **16b.2 Identifies the sounds of a few letters**
INDICATOR	ELA.RF.3.b.	(Begins in kindergarten section.) No Correlations
INDICATOR	ELA.RF.3.c.	**Recognize own name.** *GOLD*® Objectives for Development and Learning • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective **16a.4 Recognizes and names as many as 10 letters, especially those in own name**
INDICATOR	ELA.RF.3.d.	**Distinguish between items that are the same or different, such as pictures, objects, and letters.** *GOLD*® Objectives for Development and Learning • 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**
STANDARD / AREA OF LEARNING	**UT.EC.ELA.**	**English Language Arts**
OBJECTIVE / STRAND	**ELA.RF.**	**READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)**
INDICATOR / CLUSTER		**FLUENCY**
EXPECTATION / STANDARD	**ELA.RF.4.**	(Begins in kindergarten section.) No Correlations
STANDARD / AREA OF LEARNING	**UT.EC.ELA.**	**English Language Arts**
OBJECTIVE / STRAND	**ELA.W.**	**STANDARDS FOR WRITING (W)**
INDICATOR / CLUSTER		**TEXT TYPES AND PURPOSES**

EXPECTATION / STANDARD	ELA.W.1.	With modeling and support, use a combination of drawing, dictating, and scribbling to represent a topic (e.g., "This is my family..."). *GOLD*® **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message**
EXPECTATION / STANDARD	ELA.W.2.	With modeling and support, use a combination of drawing, dictating, and scribbling to extend learning of a topic. *GOLD*® **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message**
EXPECTATION / STANDARD	ELA.W.3.	With modeling and support, use a combination of drawing, dictating, and scribbling to share one or more events of a story. *GOLD*® **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message**
STANDARD / AREA OF LEARNING	UT.EC.ELA.	English Language Arts
OBJECTIVE / STRAND	ELA.W.	STANDARDS FOR WRITING (W)
INDICATOR / CLUSTER		PRODUCTION AND DISTRIBUTION OF WRITING
EXPECTATION / STANDARD	ELA.W.4.	(Begins in grade 3.) No Correlations
EXPECTATION / STANDARD	ELA.W.5.	With modeling, guidance, and support, talk about drawing, dictation, or developmentally appropriate writing. *GOLD*® **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message**

EXPECTATION / STANDARD	ELA.W.6.	Use a variety of writing/drawing tools (e.g., chalk, crayon, paint, markers, stamps, Magna Doodle, pencil, and computer) to represent ideas. *GOLD®* Objectives for Development and Learning • Objective **7** Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective **7b.6** Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end • Objective **28** Uses tools and other technology to perform tasks
STANDARD / AREA OF LEARNING	**UT.EC.ELA.**	**English Language Arts**
OBJECTIVE / STRAND	**ELA.W.**	**STANDARDS FOR WRITING (W)**
INDICATOR / CLUSTER		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
EXPECTATION / STANDARD	ELA.W.7.	With guidance and support, participate in group activities that use a combination of drawing, dictating, and scribbling specific to a topic. *GOLD®* Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective **11d.6** Shows eagerness to learn about a variety of topics and ideas
EXPECTATION / STANDARD	ELA.W.8.	With guidance and support, participate in discovery activities to gain new information. *GOLD®* Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective **11d.6** Shows eagerness to learn about a variety of topics and ideas
EXPECTATION / STANDARD	ELA.W.9.	(Begins in grade 4.) **No Correlations**
STANDARD / AREA OF LEARNING	**UT.EC.ELA.**	**English Language Arts**
OBJECTIVE / STRAND	**ELA.W.**	**STANDARDS FOR WRITING (W)**
INDICATOR / CLUSTER		**RANGE OF WRITING**
EXPECTATION / STANDARD	ELA.W.10.	(Begins in grade 3.) **No Correlations**
STANDARD / AREA OF LEARNING	**UT.EC.ELA.**	**English Language Arts**
OBJECTIVE / STRAND	**ELA.SL.**	**STANDARDS FOR SPEAKING & LISTENING (SL)**
INDICATOR / CLUSTER		**COMPREHENSION AND COLLABORATION**

EXPECTATION / STANDARD	ELA.SL.1.	Communicate with adults and peers in small and larger groups. _GOLD®_ **Objectives for Development and Learning** • 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**
EXPECTATION / STANDARD	ELA.SL.1.a.	Recognize that there are rules for discussions (e.g., listening to others and taking turns speaking). _GOLD®_ **Objectives for Development and Learning** • 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**
EXPECTATION / STANDARD	ELA.SL.2.	With guidance and support, ask and answer simple questions about text or media. _GOLD®_ **Objectives for Development and Learning** • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective **8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories**
EXPECTATION / STANDARD	ELA.SL.3.	With guidance and support, ask and answer simple questions. _GOLD®_ **Objectives for Development and Learning** • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective **8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories**
STANDARD / AREA OF LEARNING	**UT.EC.ELA.**	**English Language Arts**
OBJECTIVE / STRAND	**ELA.SL.**	**STANDARDS FOR SPEAKING & LISTENING (SL)**
INDICATOR / CLUSTER		**PRESENTATION OF KNOWLEDGE AND IDEAS**
EXPECTATION / STANDARD	ELA.SL.4.	With prompting and support, describe familiar people, places, things, and events. _GOLD®_ **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.6 Describes and tells the use of many familiar items**

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EXPECTATION / STANDARD	ELA.SL.5.	With prompting and support, recognize that objects, symbols, and pictures can provide additional detail. *GOLD*® Objectives for Development and Learning • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective **14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas**
EXPECTATION / STANDARD	ELA.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly. *GOLD*® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective **9b.8 Pronounces multisyllabic or unusual words correctly; speaks audibly**
STANDARD / AREA OF LEARNING	UT.EC.ELA.	**English Language Arts**
OBJECTIVE / STRAND	ELA.L.	**STANDARDS FOR LANGUAGE (L)**
INDICATOR / CLUSTER		**CONVENTIONS OF STANDARD ENGLISH**
EXPECTATION / STANDARD	ELA.L.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	ELA.L.1.a.	Experiment with writing. *GOLD*® Objectives for Development and Learning • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** Objective **19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message**
INDICATOR	ELA.L.1.b.	Speak in simple sentences to communicate needs and wants. *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** Objective **9c.6 Uses complete, four- to six-word sentences**
INDICATOR	ELA.L.1.c.	Orally use singular and plural nouns, (e.g., bird, birds; house, houses; tree, trees). *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** Objective **9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)**

INDICATOR	ELA.L.1.d.	Respond to and ask questions (e.g., who, what, where, when, why, and how). _GOLD®_ Objectives for Development and Learning • 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
INDICATOR	ELA.L.1.e.	Use common prepositions (e.g., to, from, in, out, on, off, for, of, by, with). _GOLD®_ Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance
INDICATOR	ELA.L.1.f.	Speak in simple sentences to communicate ideas. _GOLD®_ Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four- to six-word sentences
STANDARD / AREA OF LEARNING	UT.EC.ELA.	English Language Arts
OBJECTIVE / STRAND	ELA.L.	STANDARDS FOR LANGUAGE (L)
INDICATOR / CLUSTER		CONVENTIONS OF STANDARD ENGLISH
EXPECTATION / STANDARD	ELA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	ELA.L.2.a.	Recognize that there are upper- and lowercase letters. _GOLD®_ Objectives for Development and Learning • 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
INDICATOR	ELA.L.2.b.	(Begins in kindergarten.) No Correlations
INDICATOR	ELA.L.2.c.	(Begins in kindergarten.) No Correlations

INDICATOR	ELA.L.2.d.	Use beginning phonemic awareness, including making up chants, rhymes, and playing with alliterative language. *GOLD® Objectives for Development and Learning* • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration** Objective **15b.4 Shows awareness that some words begin the same way**
STANDARD / AREA OF LEARNING	**UT.EC.ELA.**	**English Language Arts**
OBJECTIVE / STRAND	**ELA.L.**	**STANDARDS FOR LANGUAGE (L)**
INDICATOR / CLUSTER		**KNOWLEDGE OF LANGUAGE**
EXPECTATION / STANDARD	**ELA.L.3.**	(Begins in grade 2.) **No Correlations**
STANDARD / AREA OF LEARNING	**UT.EC.ELA.**	**English Language Arts**
OBJECTIVE / STRAND	**ELA.L.**	**STANDARDS FOR LANGUAGE (L)**
INDICATOR / CLUSTER		**VOCABULARY ACQUISITION AND USE**
EXPECTATION / STANDARD	**ELA.L.4.**	**With prompting and support, ask questions and name familiar people, objects, and animals from picture cues or objects in the child's environment.**
INDICATOR	ELA.L.4.a.	With prompting and support, connect new vocabulary with known words and experiences. *GOLD® Objectives for Development and Learning* • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.6 Describes and tells the use of many familiar items**
INDICATOR	ELA.L.4.b.	With prompting and support, discuss words, phrases, and their meanings as found in texts, instruction, and conversations. *GOLD® Objectives for Development and Learning* • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective **8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories**
STANDARD / AREA OF LEARNING	**UT.EC.ELA.**	**English Language Arts**
OBJECTIVE / STRAND	**ELA.L.**	**STANDARDS FOR LANGUAGE (L)**
INDICATOR / CLUSTER		**VOCABULARY ACQUISITION AND USE**
EXPECTATION / STANDARD	**ELA.L.5.**	**With guidance and support, identify common words regarding people, objects, and animals in the environment.**

INDICATOR	ELA.L.5.a.	Discuss commonalities and differences and sort by one attribute (e.g., color, size). *GOLD*® Objectives for Development and Learning • Objective 13 Uses classification skills Objective **13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape**
INDICATOR	ELA.L.5.b.	Increase vocabulary to include contrasting and descriptive words/opposites (e.g., night/day, boy/girl, up/down). *GOLD*® Objectives for Development and Learning • 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
INDICATOR	ELA.L.5.c.	Access prior knowledge and experiences to identify connections between words and their applications to real life. *GOLD*® Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
INDICATOR	ELA.L.5.d.	Engage in and describe simple actions. *GOLD*® Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
STANDARD / AREA OF LEARNING	UT.EC.ELA.	English Language Arts
OBJECTIVE / STRAND	ELA.L.	STANDARDS FOR LANGUAGE (L)
INDICATOR / CLUSTER		VOCABULARY ACQUISITION AND USE
EXPECTATION / STANDARD	ELA.L.6.	With prompting and support, begin simple dialogue about self or texts read aloud. *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective 9a.6 Describes and tells the use of many familiar items
STANDARD / AREA OF LEARNING	UT.EC.ELA.	English Language Arts
OBJECTIVE / STRAND	ELA.L.	STANDARDS FOR LANGUAGE (L)

INDICATOR / CLUSTER		INTEGRATION OF KNOWLEDGE AND IDEALS
EXPECTATION / STANDARD	ELA.L.7.	Understand that illustrations help tell the story. *GOLD*® Objectives for Development and Learning • Objective **18** Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
EXPECTATION / STANDARD	ELA.L.8.	(Not applicable to literature) No Correlations
EXPECTATION / STANDARD	ELA.L.9.	Identify characters and their experiences in familiar stories. *GOLD*® Objectives for Development and Learning • Objective **18** Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
STANDARD / AREA OF LEARNING	UT.EC.ELA.	English Language Arts
OBJECTIVE / STRAND	ELA.L.	STANDARDS FOR LANGUAGE (L)
INDICATOR / CLUSTER		RANGE OF READING AND LEVEL OF COMPLEXITY
EXPECTATION / STANDARD	ELA.L.10.	Engage in shared reading experiences and explore books independently. *GOLD*® Objectives for Development and Learning • Objective **18** Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
STANDARD / AREA OF LEARNING	UT.EC.M.	Mathematics
OBJECTIVE / STRAND	M.CC.	COUNTING AND CARDINALITY (CC)
INDICATOR / CLUSTER		KNOW NUMBER NAMES AND COUNT SEQUENCE
EXPECTATION / STANDARD	M.CC.1.	Begin to count to 10 by ones. *GOLD*® Objectives for Development and Learning • Objective **20** Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object

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EXPECTATION / STANDARD	M.CC.2.	Recognize that numbers have a certain order (1, 2, 3, etc.). *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
EXPECTATION / STANDARD	M.CC.3.	Recognize the difference between letters, numbers, and other symbols. *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations c. Connects numerals with their quantities** **Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects**
STANDARD / AREA OF LEARNING	**UT.EC.M.**	**Mathematics**
OBJECTIVE / STRAND	**M.CC.**	**COUNTING AND CARDINALITY (CC)**
INDICATOR / CLUSTER		**COUNT TO TELL THE NUMBER OF OBJECTS**
EXPECTATION / STANDARD	**M.CC.4.**	**Begin to count objects with support.**
INDICATOR	M.CC.4.a.	Use one-to-one correspondence when counting up to five objects. *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
INDICATOR	M.CC.4.b.	Recite numbers in the correct order and understand that numbers have a correct sequence. *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
INDICATOR	M.CC.4.c.	(Begins in kindergarten readiness section.) **No Correlations**
STANDARD / AREA OF LEARNING	**UT.EC.M.**	**Mathematics**
OBJECTIVE / STRAND	**M.CC.**	**COUNTING AND CARDINALITY (CC)**
INDICATOR / CLUSTER		**COUNT TO TELL THE NUMBER OF OBJECTS**
EXPECTATION / STANDARD	M.CC.5.	Count as many as five objects arranged in a line. *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object

STANDARD / AREA OF LEARNING	UT.EC.M.	Mathematics
OBJECTIVE / STRAND	M.CC.	COUNTING AND CARDINALITY (CC)
INDICATOR / CLUSTER		COMPARE NUMBERS
EXPECTATION / STANDARD	M.CC.6.	Visually identify or count to determine which of two sets has more objects (1–5). *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations b. Quantifies** Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
EXPECTATION / STANDARD	M.CC.7.	Recognize the difference between letters, numbers, and other symbols. *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations c. Connects numerals with their quantities** Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects
STANDARD / AREA OF LEARNING	UT.EC.M.	Mathematics
OBJECTIVE / STRAND	M.OA.	OPERATIONS & ALBEBRAIC THINKING (OA)
INDICATOR / CLUSTER		UNDERSTAND ADDITION AS PUTTING TOGETHER AND ADDING TO, AND UNDERSTAND SUBTRACTION AS TAKING APART AND TAKING FROM
EXPECTATION / STANDARD	M.OA.1.	Explore how adding to and/or taking away objects changes the size of a group. *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations b. Quantifies** Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
STANDARD / AREA OF LEARNING	UT.EC.M.	Mathematics
OBJECTIVE / STRAND	M.OA.	OPERATIONS & ALBEBRAIC THINKING (OA)
INDICATOR / CLUSTER		UNDERSTAND ADDITION AS PUTTING TOGETHER AND ADDING TO, AND UNDERSTAND SUBTRACTION AS TAKING APART AND TAKING FROM
EXPECTATION / STANDARD	M.OA.2.	Begin to explore adding and taking away of objects in a set.
INDICATOR	M.OA.2.a.	Explore how adding objects makes the size of a group larger. *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations b. Quantifies** Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

INDICATOR	M.OA.2.b.	Explore how removing objects makes the size of a group smaller. *GOLD®* **Objectives for Development and Learning** • Objective **20 Uses number concepts and operations b. Quantifies** **Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts**
STANDARD / AREA OF LEARNING	UT.EC.M.	Mathematics
OBJECTIVE / STRAND	M.OA.	OPERATIONS & ALBEBRAIC THINKING (OA)
INDICATOR / CLUSTER		UNDERSTAND ADDITION AS PUTTING TOGETHER AND ADDING TO, AND UNDERSTAND SUBTRACTION AS TAKING APART AND TAKING FROM
EXPECTATION / STANDARD	M.OA.3.	(Begins in kindergarten readiness section.) No Correlations
EXPECTATION / STANDARD	M.OA.4.	(Begins in kindergarten readiness section.) No Correlations
EXPECTATION / STANDARD	M.OA.5.	(Begins in kindergarten readiness section.) No Correlations
EXPECTATION / STANDARD	M.OA.6.	Begin to duplicate and extend simple patterns (e.g., ababab) *GOLD®* **Objectives for Development and Learning** • Objective **23 Demonstrates knowledge of patterns** **Objective 23.6 Extends and creates simple repeating patterns**
STANDARD / AREA OF LEARNING	UT.EC.M.	Mathematics
OBJECTIVE / STRAND	M.NBT.	NUMBERS & OPERATIONS IN BASE TEN (NBT)
INDICATOR / CLUSTER		WORK WITH NUMBERS 11–19 TO GAIN FOUNDATIONS FOR PLACE VALUE.
EXPECTATION / STANDARD	M.NBT.1.	(Begins in kindergarten section.) No Correlations
STANDARD / AREA OF LEARNING	UT.EC.M.	Mathematics
OBJECTIVE / STRAND	M.MD.	MEASUREMENT AND DATA (MD)
INDICATOR / CLUSTER		DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES
EXPECTATION / STANDARD	M.MD.1.	Understand and describe measurable attributes (e.g., how big, how tall, how long, or how heavy).

INDICATOR	M.MD.1.a.	Compare simple data (e.g., likes/dislikes, number of boys/girls in class today). *GOLD*® Objectives for Development and Learning • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
STANDARD / AREA OF LEARNING	**UT.EC.M.**	**Mathematics**
OBJECTIVE / STRAND	**M.MD.**	**MEASUREMENT AND DATA (MD)**
INDICATOR / CLUSTER		**DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES**
EXPECTATION / STANDARD	M.MD.2.	Begin to compare objects using measurable attributes (e.g., length [longer/shorter], weight [heavier/lighter], and size [bigger/ smaller]). *GOLD*® Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
EXPECTATION / STANDARD	M.MD.3.	Sort objects into given categories. *GOLD*® Objectives for Development and Learning • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
STANDARD / AREA OF LEARNING	**UT.EC.M.**	**Mathematics**
OBJECTIVE / STRAND	**M.G.**	**GEOMETRY (G)**
INDICATOR / CLUSTER		**IDENTIFY AND DESCRIBE SHAPES (SQUARES, CIRCLES, TRIANGLES, RECTANGLES, HEXAGONS, CUBES, CONES, CYLINDERS, AND SPHERES)**
EXPECTATION / STANDARD	M.G.1.	Begin to recognize and name basic shapes. *GOLD*® Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)
EXPECTATION / STANDARD	M.G.2.	Begin to recognize basic shapes, regardless of size. *GOLD*® Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

EXPECTATION / STANDARD	M.G.3.	Begin to recognize the difference in basic shapes as two-dimensional (picture) or three-dimensional (object). *GOLD®* Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
STANDARD / AREA OF LEARNING	**UT.EC.M.**	**Mathematics**
OBJECTIVE / STRAND	**M.G.**	**GEOMETRY (G)**
INDICATOR / CLUSTER		**ANALYZE, COMPARE, CREATE, AND COMPOSE SHAPES**
EXPECTATION / STANDARD	M.G.4.	Begin to recognize the difference in basic shapes as two-dimensional (picture) or three-dimensional (object). *GOLD®* Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
EXPECTATION / STANDARD	M.G.5.	Explore shapes using a variety of media (e.g., blocks, stickers, play dough/clay, art supplies, etc.). *GOLD®* Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
EXPECTATION / STANDARD	M.G.6.	Begin to recognize basic shapes when shown simple line drawings. *GOLD®* Objectives for Development and Learning • Objective **21 Explores and describes spatial relationships and shapes b. Understands shapes** **Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)**
STANDARD / AREA OF LEARNING	**UT.EC.AL&S.**	**Approaches to Learning and Science**
OBJECTIVE / STRAND	**AL&S.1.**	**Students will learn the processes, communication, and nature of science.**
INDICATOR / CLUSTER		**The child displays an orientation to learning.**
EXPECTATION / STANDARD	**AL&S.1.1.**	**Displays a sense of curiosity and willingness to try new things. (1-2)**

INDICATOR	AL&S.1.1.a.	Actively explores and experiments. *GOLD®* Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective **11d.6** Shows eagerness to learn about a variety of topics and ideas
INDICATOR	AL&S.1.1.b.	Shows interest and curiosity in new people and objects. *GOLD®* Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective **11d.6** Shows eagerness to learn about a variety of topics and ideas
INDICATOR	AL&S.1.1.c.	Pays attention to people and objects. *GOLD®* Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective **11d.6** Shows eagerness to learn about a variety of topics and ideas
INDICATOR	AL&S.1.1.d.	Makes things happen and watches for results or repeats action. *GOLD®* Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective **11d.4** Explores and investigates ways to make something happen
STANDARD / AREA OF LEARNING	UT.EC.AL&S.	Approaches to Learning and Science
OBJECTIVE / STRAND	AL&S.1.	Students will learn the processes, communication, and nature of science.
INDICATOR / CLUSTER		The child displays an orientation to learning.
EXPECTATION / STANDARD	AL&S.1.2.	Demonstrates confidence in a range of abilities. (3-5)
INDICATOR	AL&S.1.2.a.	Is aware of and believes in own abilities. *GOLD®* Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning b. Persists Objective **11b.6** Plans and pursues a variety of appropriately challenging tasks
INDICATOR	AL&S.1.2.b.	Attempts challenging activities. *GOLD®* Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning b. Persists Objective **11b.6** Plans and pursues a variety of appropriately challenging tasks

INDICATOR	AL&S.1.2.c.	Asks for help when needed. _GOLD®_ **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks**
STANDARD / AREA OF LEARNING	**UT.EC.AL&S.**	**Approaches to Learning and Science**
OBJECTIVE / STRAND	**AL&S.1.**	**Students will learn the processes, communication, and nature of science.**
INDICATOR / CLUSTER		**Child develops abilities and skills that promote learning.**
EXPECTATION / STANDARD	**AL&S.1.3.**	**Persists in completing tasks.**
INDICATOR	AL&S.1.3.a.	Maintains interest in a project or activity. _GOLD®_ **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions**
INDICATOR	AL&S.1.3.b.	Ignores minor distractions. _GOLD®_ **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions**
STANDARD / AREA OF LEARNING	**UT.EC.AL&S.**	**Approaches to Learning and Science**
OBJECTIVE / STRAND	**AL&S.1.**	**Students will learn the processes, communication, and nature of science.**
INDICATOR / CLUSTER		**Child develops abilities and skills that promote learning.**
EXPECTATION / STANDARD	**AL&S.1.4.**	**Works collaboratively with others.**
INDICATOR	AL&S.1.4.a.	Shares materials. _GOLD®_ **Objectives for Development and Learning** • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors**
INDICATOR	AL&S.1.4.b.	Helps others. _GOLD®_ **Objectives for Development and Learning** • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors**

INDICATOR	AL&S.1.4.c.	Follows simple rules and routines. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors b. Follows limits and expectations** Objective **1b.6 Manages classroom rules, routines, and transitions with occasional reminders**
INDICATOR	AL&S.1.4.d.	Uses imitation or pretend play to learn new roles and relationships. *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**
INDICATOR	AL&S.1.4.e.	Communicate with familiar adults and accept guidance. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** Objective **2a.8 Engages with trusted adults as resources and to share mutual interests**
STANDARD / AREA OF LEARNING	UT.EC.AL&S.	**Approaches to Learning and Science**
OBJECTIVE / STRAND	AL&S.1.	**Students will learn the processes, communication, and nature of science.**
INDICATOR / CLUSTER		**Child develops abilities and skills that promote learning.**
EXPECTATION / STANDARD	AL&S.1.5.	**Approaches tasks with organization.**
INDICATOR	AL&S.1.5.a.	Recognizes the process (such as cause and effect, first steps, etc.). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.6 Shows eagerness to learn about a variety of topics and ideas**
INDICATOR	AL&S.1.5.b.	Knows how to access resources. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.6 Shows eagerness to learn about a variety of topics and ideas**
INDICATOR	AL&S.1.5.c.	Knows how to find an appropriate space to work or play. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** Objective **11e.4 Uses creativity and imagination during play and routine tasks**

STANDARD / AREA OF LEARNING	UT.EC.AL&S.	Approaches to Learning and Science
OBJECTIVE / STRAND	AL&S.2.	Students will gain an understanding of earth and space science.
INDICATOR / CLUSTER	AL&S.2.1.	Use senses to explore objects and the environment. *GOLD*® Objectives for Development and Learning • Objective **24 Uses scientific inquiry skills**
INDICATOR / CLUSTER	AL&S.2.2.	Attend to colors and textures in the natural environment. *GOLD*® Objectives for Development and Learning • Objective **27 Demonstrates knowledge of Earth's environment**
INDICATOR / CLUSTER	AL&S.2.3.	Show interest and curiosity in indoor and outdoor environments. *GOLD*® Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth's environment
INDICATOR / CLUSTER	AL&S.2.4.	Ask questions for further information. *GOLD*® Objectives for Development and Learning • Objective **24 Uses scientific inquiry skills**
INDICATOR / CLUSTER	AL&S.2.5.	Recognize the difference between day and night. *GOLD*® Objectives for Development and Learning • Objective **27 Demonstrates knowledge of Earth's environment**
INDICATOR / CLUSTER	AL&S.2.6.	Recognize changes in the seasons. *GOLD*® Objectives for Development and Learning • Objective **27 Demonstrates knowledge of Earth's environment**
INDICATOR / CLUSTER	AL&S.2.7.	Understand hot and cold. *GOLD*® Objectives for Development and Learning • Objective **27 Demonstrates knowledge of Earth's environment**
INDICATOR / CLUSTER	AL&S.2.8.	Explore rain, snow, and sun. *GOLD*® Objectives for Development and Learning • Objective **27 Demonstrates knowledge of Earth's environment**
STANDARD / AREA OF LEARNING	UT.EC.AL&S.	Approaches to Learning and Science
OBJECTIVE / STRAND	AL&S.3.	Students will gain an understanding of physical science through the study of the forces of motion and the properties of materials.

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INDICATOR / CLUSTER	AL&S.3.1.	Set objects in motion by pushing, pulling, kicking, and rolling. *GOLD*® Objectives for Development and Learning • Objective **26** Demonstrates knowledge of the physical properties of objects and materials
INDICATOR / CLUSTER	AL&S.3.2.	Describe motion as fast or slow. *GOLD*® Objectives for Development and Learning • Objective **26** Demonstrates knowledge of the physical properties of objects and materials
INDICATOR / CLUSTER	AL&S.3.3.	Identify objects that are a part of the nonliving world such as rocks and manmade objects. *GOLD*® Objectives for Development and Learning • Objective **26** Demonstrates knowledge of the physical properties of objects and materials
STANDARD / AREA OF LEARNING	**UT.EC.AL&S.**	**Approaches to Learning and Science**
OBJECTIVE / STRAND	**AL&S.4.**	**Students will gain an understanding of life science through the study of changes in organisms over time and the nature of living things.**
INDICATOR / CLUSTER	AL&S.4.1.	Watch intently and say names and sounds of animals at a zoo or farm. *GOLD*® Objectives for Development and Learning • Objective **25** Demonstrates knowledge of the characteristics of living things
INDICATOR / CLUSTER	AL&S.4.2.	Match mother and baby animals. *GOLD*® Objectives for Development and Learning • Objective **25** Demonstrates knowledge of the characteristics of living things
INDICATOR / CLUSTER	AL&S.4.3.	Identify objects that are a part of the living world, such as animals, insects, plants, and humans. *GOLD*® Objectives for Development and Learning • Objective **25** Demonstrates knowledge of the characteristics of living things
INDICATOR / CLUSTER	AL&S.4.4.	Identify animals with their common living environment. *GOLD*® Objectives for Development and Learning • Objective **25** Demonstrates knowledge of the characteristics of living things
STANDARD / AREA OF LEARNING	**UT.EC.SE&SS.**	**SOCIAL/EMOTIONAL AND SOCIAL STUDIES (SE&SS)**
OBJECTIVE / STRAND	**SE&SS.1.**	**The child develops self-awareness and positive self-esteem.**
INDICATOR / CLUSTER	**SE&SS.1.1.**	**Knows personal information.**

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EXPECTATION / STANDARD	SE&SS.1.1.a.	Calls self by name and begins to use words such as "I" or "me." *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
EXPECTATION / STANDARD	SE&SS.1.1.b.	Develops awareness of self as separate from others, and engages in behaviors that build relationships with familiar adults. *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
EXPECTATION / STANDARD	SE&SS.1.1.c.	Knows and uses friends' names. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while
STANDARD / AREA OF LEARNING	**UT.EC.SE&SS.**	**SOCIAL/EMOTIONAL AND SOCIAL STUDIES (SE&SS)**
OBJECTIVE / STRAND	**SE&SS.1.**	**The child develops self-awareness and positive self-esteem.**
INDICATOR / CLUSTER	**SE&SS.1.2.**	**Demonstrates awareness of abilities and preferences.**
EXPECTATION / STANDARD	SE&SS.1.2.a.	Selects activities based on preferences. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / STANDARD	SE&SS.1.2.b.	Participates in activities. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / STANDARD	SE&SS.1.2.c.	Asks others for help when needed. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / AREA OF LEARNING	**UT.EC.SE&SS.**	**SOCIAL/EMOTIONAL AND SOCIAL STUDIES (SE&SS)**
OBJECTIVE / STRAND	**SE&SS.1.**	**The child develops self-awareness and positive self-esteem.**
INDICATOR / CLUSTER	**SE&SS.1.3.**	**Develops growing capacity for independence.**

EXPECTATION / STANDARD	SE&SS.1.3.a.	Leaves parent or caregiver without undue anxiety. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
EXPECTATION / STANDARD	SE&SS.1.3.b.	Plays independently or engages in parallel play with other children. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.2 Plays near other children; uses similar materials or actions**
EXPECTATION / STANDARD	SE&SS.1.3.c.	Begins to initiate interactions with adults and peers. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
STANDARD / AREA OF LEARNING	**UT.EC.SE&SS.**	**SOCIAL/EMOTIONAL AND SOCIAL STUDIES (SE&SS)**
OBJECTIVE / STRAND	**SE&SS.1.**	**The child develops self-awareness and positive self-esteem.**
INDICATOR / CLUSTER	**SE&SS.1.4.**	**Expresses self in different roles and mediums.**
EXPECTATION / STANDARD	SE&SS.1.4.a.	Engages in pretend play and acts out roles. *GOLD*® Objectives for Development and Learning • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
EXPECTATION / STANDARD	SE&SS.1.4.b.	Expresses feelings and emotions through facial expressions, sounds, or gestures and words. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.6 Is able to look at a situation differently or delay gratification**
EXPECTATION / STANDARD	SE&SS.1.4.c.	Expresses feelings, needs, and wants in a socially productive manner. *GOLD*® Objectives for Development and Learning • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.2 Expresses feelings during a conflict

EXPECTATION / STANDARD	SE&SS.1.4.d.	Shows pride in increasing abilities. _GOLD®_ Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
STANDARD / AREA OF LEARNING	**UT.EC.SE&SS.**	**SOCIAL/EMOTIONAL AND SOCIAL STUDIES (SE&SS)**
OBJECTIVE / STRAND	**SE&SS.2.**	**The child develops social skills that promote positive interactions with others.**
INDICATOR / CLUSTER	**SE&SS.2.1.**	**Develops skills to interact cooperatively with others.**
EXPECTATION / STANDARD	SE&SS.2.1.a.	Participates in learning activities. _GOLD®_ Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas**
EXPECTATION / STANDARD	SE&SS.2.1.b.	Responds to and interacts with another child. _GOLD®_ Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships d. Makes friends** **Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while**
EXPECTATION / STANDARD	SE&SS.2.1.c.	Takes turns, verbally and nonverbally. _GOLD®_ Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.4 Takes turns**
STANDARD / AREA OF LEARNING	**UT.EC.SE&SS.**	**SOCIAL/EMOTIONAL AND SOCIAL STUDIES (SE&SS)**
OBJECTIVE / STRAND	**SE&SS.2.**	**The child develops social skills that promote positive interactions with others.**
INDICATOR / CLUSTER	**SE&SS.2.2.**	**Participates in cooperative play.**
EXPECTATION / STANDARD	SE&SS.2.2.a.	Follows agreed-upon rules (e.g., not hitting, etc.). _GOLD®_ Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.4 Takes turns**
EXPECTATION / STANDARD	SE&SS.2.2.b.	Joins in ongoing activities. _GOLD®_ Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.4 Uses successful strategies for entering groups**

EXPECTATION / STANDARD	SE&SS.2.2.c.	Initiates play with others. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** Objective **2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children**
STANDARD / AREA OF LEARNING	UT.EC.SE&SS.	SOCIAL/EMOTIONAL AND SOCIAL STUDIES (SE&SS)
OBJECTIVE / STRAND	SE&SS.2.	The child develops social skills that promote positive interactions with others.
INDICATOR / CLUSTER	SE&SS.2.3.	Employs positive social behaviors with peers and adults.
EXPECTATION / STANDARD	SE&SS.2.3.a.	Recognizes and begins to respond to positive nonverbal gestures (e.g., smiling, nodding, and waving) and culturally appropriate eye contact when interacting with peers and adults. *GOLD*® Objectives for Development and Learning • 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**
EXPECTATION / STANDARD	SE&SS.2.3.b.	Forms positive relationships with adults. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** Objective **2a.6 Manages separations without distress and engages with trusted adults**
EXPECTATION / STANDARD	SE&SS.2.3.c.	Develops friendships with peers. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships d. Makes friends** Objective **2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while**
STANDARD / AREA OF LEARNING	UT.EC.SE&SS.	SOCIAL/EMOTIONAL AND SOCIAL STUDIES (SE&SS)
OBJECTIVE / STRAND	SE&SS.2.	The child develops social skills that promote positive interactions with others.
INDICATOR / CLUSTER	SE&SS.2.4.	Develops self-control by regulating impulses and feelings.
EXPECTATION / STANDARD	SE&SS.2.4.a.	Begins to follow simple rules, routines, and directions. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors b. Follows limits and expectations** Objective **1b.6 Manages classroom rules, routines, and transitions with occasional reminders**

EXPECTATION / STANDARD	SE&SS.2.4.b.	Understands and accepts limitations (e.g., being told "no"). *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
EXPECTATION / STANDARD	SE&SS.2.4.c.	Seeks ways to find comfort in new situations, and shows ability to cope with stress. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective **1a.6 Is able to look at a situation differently or delay gratification**
STANDARD / AREA OF LEARNING	**UT.EC.SE&SS.**	**SOCIAL/EMOTIONAL AND SOCIAL STUDIES (SE&SS)**
OBJECTIVE / STRAND	**SE&SS.2.**	**The child develops social skills that promote positive interactions with others.**
INDICATOR / CLUSTER	**SE&SS.2.5.**	**Expresses emotions and feelings.**
EXPECTATION / STANDARD	SE&SS.2.5.a.	Identifies emotions (e.g., happy, sad, angry, frustrated, bored, lonely, afraid). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
EXPECTATION / STANDARD	SE&SS.2.5.b.	Identifies feelings (e.g., thirsty, hungry, hot, cold). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
EXPECTATION / STANDARD	SE&SS.2.5.c.	Begins to show concern for others. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
STANDARD / AREA OF LEARNING	**UT.EC.SE&SS.**	**SOCIAL/EMOTIONAL AND SOCIAL STUDIES (SE&SS)**
OBJECTIVE / STRAND	**SE&SS.2.**	**The child develops social skills that promote positive interactions with others.**
INDICATOR / CLUSTER	**SE&SS.2.6.**	**Develops skills to solve conflicts. With guidance, child:**
EXPECTATION / STANDARD	SE&SS.2.6.a.	Begins to recognize other children's feelings and emotions. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately

EXPECTATION / STANDARD	SE&SS.2.6.b.	Begins to respond to other children's feelings and emotions. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.6 Identifies basic emotional reactions of others and their causes accurately**
EXPECTATION / STANDARD	SE&SS.2.6.c.	Learns social skills, and eventually words, for expressing feelings, needs, and wants. *GOLD*® Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations b. Solves social problems** Objective **3b.6 Suggest solutions to social problems**
EXPECTATION / STANDARD	SE&SS.2.6.d.	Helps, shares, and cooperates in a group. *GOLD*® Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** Objective **3a.6 Initiates the sharing of materials in the classroom and outdoors**
EXPECTATION / STANDARD	SE&SS.2.6.e.	Resolves conflict with peers alone and/or with adult intervention as appropriate. *GOLD*® Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations b. Solves social problems** Objective **3b.6 Suggest solutions to social problems**
STANDARD / AREA OF LEARNING	**UT.EC.SE&SS.**	**SOCIAL/EMOTIONAL AND SOCIAL STUDIES (SE&SS)**
OBJECTIVE / STRAND	**SE&SS.2.**	**The child develops social skills that promote positive interactions with others.**
INDICATOR / CLUSTER	**SE&SS.2.7.**	**Respects others and their belongings.**
EXPECTATION / STANDARD	SE&SS.2.7.a.	Uses polite language to interact with others (e.g. "please," "sorry," "thank you"). *GOLD*® Objectives for Development and Learning • 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**
EXPECTATION / STANDARD	SE&SS.2.7.b.	Begins to demonstrate ability to wait for his/her turn to use materials. *GOLD*® Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** Objective **3a.4 Takes turns**

EXPECTATION / STANDARD	SE&SS.2.7c.	Uses and shares materials with peers. _GOLD®_ Objectives for Development and Learning • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
EXPECTATION / STANDARD	SE&SS.2.7d.	Recognizes that others' needs are important. _GOLD®_ Objectives for Development and Learning • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
STANDARD / AREA OF LEARNING	UT.EC.SE&SS.	SOCIAL/EMOTIONAL AND SOCIAL STUDIES (SE&SS)
OBJECTIVE / STRAND	SE&SS.2.	The child develops social skills that promote positive interactions with others.
INDICATOR / CLUSTER	SE&SS.2.8-9.	Uses imitation or pretend play to learn new roles and relationships. _GOLD®_ Objectives for Development and Learning • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
STANDARD / AREA OF LEARNING	UT.EC.SE&SS.	SOCIAL/EMOTIONAL AND SOCIAL STUDIES (SE&SS)
OBJECTIVE / STRAND	SE&SS.2.	The child develops social skills that promote positive interactions with others.
INDICATOR / CLUSTER	SE&SS2.10-11.	Recognizes familiar people, places and things (e.g., within the home, classroom, school, and local environment).
EXPECTATION / STANDARD	SE&SS2.10-11.d.	Finds ways to help others. _GOLD®_ Objectives for Development and Learning • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
EXPECTATION / STANDARD	SE&SS2.10-11.e.	Seeks out appropriate help when unable to find a solution _GOLD®_ Objectives for Development and Learning • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems
STANDARD / AREA OF LEARNING	UT.EC.CA.	CREATIVE ARTS (CA)
OBJECTIVE / STRAND	CA.1.	Students will participate in a variety of activities that allow for creative and imaginative expression.
INDICATOR / CLUSTER	CA.1.1.	Learn several simple songs.

EXPECTATION / STANDARD	CA.1.1.a.	Know several simple songs. _GOLD®_ **Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
EXPECTATION / STANDARD	CA.1.1.b.	Experiment with musical instruments. _GOLD®_ **Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
EXPECTATION / STANDARD	CA.1.1.c.	Show awareness and appreciation of different kinds of music. _GOLD®_ **Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
STANDARD / AREA OF LEARNING	UT.EC.CA.	CREATIVE ARTS (CA)
OBJECTIVE / STRAND	CA.1.	Students will participate in a variety of activities that allow for creative and imaginative expression.
INDICATOR / CLUSTER	CA.1.2.	Use their body to move to music and express themselves.
EXPECTATION / STANDARD	CA.1.2.a.	Bounce in rhythm with music. _GOLD®_ **Objectives for Development and Learning** • Objective 35 Explores dance and movement concepts
EXPECTATION / STANDARD	CA.1.2.b.	Move body to express feelings and ideas. _GOLD®_ **Objectives for Development and Learning** • Objective 35 Explores dance and movement concepts
EXPECTATION / STANDARD	CA.1.2.c.	Demonstrate large motor balance, stability, and control. _GOLD®_ **Objectives for Development and Learning** • Objective 35 Explores dance and movement concepts
EXPECTATION / STANDARD	CA.1.2.d.	Move body, arms and legs with coordination. _GOLD®_ **Objectives for Development and Learning** • Objective 35 Explores dance and movement concepts
STANDARD / AREA OF LEARNING	UT.EC.CA.	CREATIVE ARTS (CA)
OBJECTIVE / STRAND	CA.1.	Students will participate in a variety of activities that allow for creative and imaginative expression.
INDICATOR / CLUSTER	CA.1.3.	Use a variety of media and materials to create drawings, pictures, or other objects.
EXPECTATION / STANDARD	CA.1.3.a.	Show interest in a variety of art materials. _GOLD®_ **Objectives for Development and Learning** • Objective **33 Explores the visual arts**

EXPECTATION / STANDARD	CA.1.3.b.	Begin to recognize colors (e.g., red, orange, yellow, green, blue, purple, black, white, brown). *GOLD*® Objectives for Development and Learning • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
EXPECTATION / STANDARD	CA.1.3.c.	Explore various materials, tools, and processes to create works of art. *GOLD*® Objectives for Development and Learning • Objective **33 Explores the visual arts**
STANDARD / AREA OF LEARNING	UT.EC.CA.	**CREATIVE ARTS (CA)**
OBJECTIVE / STRAND	CA.1.	**Students will participate in a variety of activities that allow for creative and imaginative expression.**
INDICATOR / CLUSTER	CA.1.4.	**Portray a variety of events, characters, or stories through drama, props and language.**
EXPECTATION / STANDARD	CA.1.4.a.	Learn to express ideas, information, and feelings through dramatic play. *GOLD*® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
EXPECTATION / STANDARD	CA.1.4.b.	Listen attentively to an adult tell stories or nursery rhymes and act out different parts. *GOLD*® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
EXPECTATION / STANDARD	CA.1.4.c.	Show that real-life roles can be imitated. *GOLD*® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
STANDARD / AREA OF LEARNING	UT.EC.PHS.	**PHYSICAL/HEALTH AND SAFETY (PHS)**
OBJECTIVE / STRAND	PHS.1.	**The child develops fine and gross motor coordination (small and large muscle).**
INDICATOR / CLUSTER	PHS.1.1.	**Exhibits fine motor coordination (small muscle).**
EXPECTATION / STANDARD	PHS.1.1.a.	**Manipulates and explores objects:**
INDICATOR	PHS.1.1.a.i.	Builds with a variety of blocks. *GOLD*® Objectives for Development and Learning • Objective **7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.6 Uses refined wrist and finger movements**

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INDICATOR	PHS.1.1.a.ii.	Makes line, circles, or scribbles with writing tools. *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
INDICATOR	PHS.1.1.a.iii.	Manipulates small pieces or objects (e.g., puzzle pieces, Unifix cubes, pop beads, lacing, and pegboards, etc.). *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
INDICATOR	PHS.1.1.a.iv.	Digs in sand with spoon or small shovel. *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
INDICATOR	PHS.1.1.a.v.	Tears paper into small pieces. *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
STANDARD / AREA OF LEARNING	UT.EC.PHS.	PHYSICAL/HEALTH AND SAFETY (PHS)
OBJECTIVE / STRAND	PHS.1.	The child develops fine and gross motor coordination (small and large muscle).
INDICATOR / CLUSTER	PHS.1.2.	Exhibits gross motor coordination (large muscle).
EXPECTATION / STANDARD	PHS.1.2.a.	Participates in activities that develop control and balance during movements that move the child from one place to another (locomotor; e.g., walks forward in a straight line, hops, runs, and jumps over low objects). *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences

EXPECTATION / STANDARD	PHS.1.2.b.	Participates in activities that develop coordination and balance in from one place to another (non- locomotor; e.g., balances on one foot, moves body parts in isolation). _GOLD®_ **Objectives for Development and Learning** • Objective 4 Demonstrates traveling skills Objective 4.6 **Moves purposefully from place to place with control** • Objective 5 Demonstrates balancing skills Objective 5.6 **Sustains balance during simple movement experiences**
EXPECTATION / STANDARD	PHS.1.2.c.	Participates in activities that develop control of large muscles to manipulate objects (e.g., throws, catches, and kicks balls; rides wheeled toys). _GOLD®_ **Objectives for Development and Learning** • Objective 4 Demonstrates traveling skills Objective 4.6 **Moves purposefully from place to place with control** • Objective 5 Demonstrates balancing skills Objective 5.6 **Sustains balance during simple movement experiences** • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 **Manipulates balls or similar objects with flexible body movements**
EXPECTATION / STANDARD	PHS.1.2.d.	Participates in activities that develop control of body movement through space (e.g., runs and stops, changes direction while in motion, moves in response to a cue, and dances). _GOLD®_ **Objectives for Development and Learning** • Objective 4 Demonstrates traveling skills Objective 4.6 **Moves purposefully from place to place with control**
STANDARD / AREA OF LEARNING	**UT.EC.PHS.**	**PHYSICAL/HEALTH AND SAFETY (PHS)**
OBJECTIVE / STRAND	**PHS.2.**	**The child develops an understanding of health and safety.**
INDICATOR / CLUSTER	**PHS.2.1.**	**Shows independence in personal care.**
EXPECTATION / STANDARD	PHS.2.1.a.	Participates in personal hygiene and care. _GOLD®_ **Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / AREA OF LEARNING	**UT.EC.PHS.**	**PHYSICAL/HEALTH AND SAFETY (PHS)**
OBJECTIVE / STRAND	**PHS.2.**	**The child develops an understanding of health and safety.**
INDICATOR / CLUSTER	**PHS.2.2.**	**Participates in self-selected or organized activities that enhance physical fitness.**

EXPECTATION / STANDARD	PHS.2.2.a.	Demonstrates awareness that personal boundaries exist. *GOLD*® **Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / STANDARD	PHS.2.2.b.	Uses movement to show ideas and feelings. *GOLD*® **Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / STANDARD	PHS.2.2.c.	Eats foods from a variety of food groups. *GOLD*® **Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / AREA OF LEARNING	UT.EC.PHS.	PHYSICAL/HEALTH AND SAFETY (PHS)
OBJECTIVE / STRAND	PHS.2.	The child develops an understanding of health and safety.
INDICATOR / CLUSTER	PHS.2.3.	Practices safety procedures.
EXPECTATION / STANDARD	PHS.2.3.a.	Begins to learn outdoor and indoor safety rules. *GOLD*® **Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs