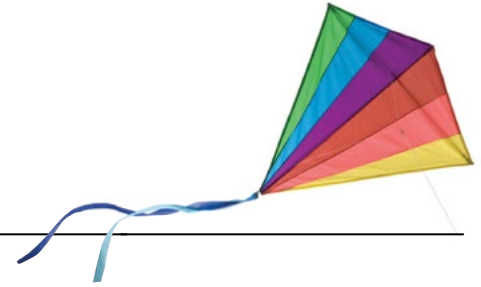




Alignment of



GOLD®

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



WITH

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

aligned to

New Hampshire Early Learning Standards

Ages 30 months to five years, adopted 2016

STRAND / STANDARD	NH.30M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Thirty Months to Three Years)
STANDARD / GLE	30M.SED.1.	Self-Concept and Social Identity
GRADE LEVEL EXPECTATION	30M.SED.1.1.	Self-esteem
EXPECTATION	30M.SED.1.1.1.	<p>Call attention to themselves in photographs or videos</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>• Objective 29 Demonstrates knowledge about self</p>
STRAND / STANDARD	NH.30M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Thirty Months to Three Years)
STANDARD / GLE	30M.SED.1.	Self-Concept and Social Identity
GRADE LEVEL EXPECTATION	30M.SED.1.2.	Self-confidence
EXPECTATION	30M.SED.1.2.1.	<p>Show independence and competence</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</p> <p>Objective 1c.4 Seeks to do things for self</p>
STRAND / STANDARD	NH.30M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Thirty Months to Three Years)
STANDARD / GLE	30M.SED.1.	Self-Concept and Social Identity
GRADE LEVEL EXPECTATION	30M.SED.1.3.	Social identity
EXPECTATION	30M.SED.1.3.1.	<p>Identify or point to characters that resemble themselves or their family members in books or magazines</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>• Objective 12 Remembers and connects experiences a. Recognizes and recalls</p> <p>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>

STRAND / STANDARD	NH.30M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Thirty Months to Three Years)
STANDARD / GLE	30M.SED.2.	Attachment
GRADE LEVEL EXPECTATION	30M.SED.2.1.	Relationships with primary caregivers
EXPECTATION	30M.SED.2.1.1.	Continue to need adult approval and validation but show more competence <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 / STANDARD	NH.30M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Thirty Months to Three Years)
STANDARD / GLE	30M.SED.2.	Attachment
GRADE LEVEL EXPECTATION	30M.SED.2.2.	Relationships with less familiar adults
EXPECTATION	30M.SED.2.2.1.	Are more comfortable around 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 / STANDARD	NH.30M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Thirty Months to Three Years)
STANDARD / GLE	30M.SED.3.	Social Competence
GRADE LEVEL EXPECTATION	30M.SED.3.1.	Relationships and social skills with peers
EXPECTATION	30M.SED.3.1.1.	Begin to play cooperatively for brief periods with other 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 / STANDARD	NH.30M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Thirty Months to Three Years)
STANDARD / GLE	30M.SED.3.	Social Competence
GRADE LEVEL EXPECTATION	30M.SED.3.2.	Recognition of others' feelings
EXPECTATION	30M.SED.3.2.1.	Begin to display empathy towards other children <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 / STANDARD	NH.30M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Thirty Months to Three Years)
STANDARD / GLE	30M.SED.3.	Social Competence
GRADE LEVEL EXPECTATION	30M.SED.3.3.	Behavioral regulation
EXPECTATION	30M.SED.3.3.1.	Show increased self-regulation and awareness of how their actions affect others <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
STRAND / STANDARD	NH.30M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Thirty Months to Three Years)
STANDARD / GLE	30M.SED.4.	Emotional Competence
GRADE LEVEL EXPECTATION	30M.SED.4.1.	Emotional expression
EXPECTATION	30M.SED.4.1.1.	Verbally relate their needs, wants, and feelings to others <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 / STANDARD	NH.30M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Thirty Months to Three Years)
STANDARD / GLE	30M.SED.4.	Emotional Competence
GRADE LEVEL EXPECTATION	30M.SED.4.2.	Emotional Regulation
EXPECTATION	30M.SED.4.2.1.	Begin using words to describe their feelings while still expressing strong emotions <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 / STANDARD	NH.30M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Thirty Months to Three Years)
STANDARD / GLE	30M.LD.1.	Listening Comprehension
GRADE LEVEL EXPECTATION	30M.LD.1.1.	Receptive verbal communication
EXPECTATION	30M.LD.1.1.1.	Respond to simple questions <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 / STANDARD	NH.30M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Thirty Months to Three Years)



STANDARD / GLE	30M.LD.2.	Non-verbal Communication
GRADE LEVEL EXPECTATION	30M.LD.2.1.	Non-verbal communication
EXPECTATION	30M.LD.2.1.1.	<p>Begin to understand other children's nonverbal social cues</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <p>Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
STRAND / STANDARD	NH.30M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Thirty Months to Three Years)
STANDARD / GLE	30M.LD.3.	Communication Concepts
GRADE LEVEL EXPECTATION	30M.LD.3.1.	Pragmatics and social language
EXPECTATION	30M.LD.3.1.1.	<p>Can participate in simple conversational exchanges, usually with adults</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.4 Initiates and attends to brief conversations</p>
STRAND / STANDARD	NH.30M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Thirty Months to Three Years)
STANDARD / GLE	30M.LD.4.	Verbal Expression
GRADE LEVEL EXPECTATION	30M.LD.4.1.	Vocabulary development
EXPECTATION	30M.LD.4.1.1.	<p>Correctly use a growing number of vocabulary words and show interest in new words (E.g. Liam knows that fast, quick, and speedy mean the same thing.)</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.4 Names familiar, people, animals, and objects</p>
STRAND / STANDARD	NH.30M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Thirty Months to Three Years)
STANDARD / GLE	30M.LD.4.	Verbal Expression
GRADE LEVEL EXPECTATION	30M.LD.4.2.	Expressive language or speaking

EXPECTATION	30M.LD.4.2.1.	Use more connecting words, such as “and” or “then” <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 / STANDARD	NH.30M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Thirty Months to Three Years)
STANDARD / GLE	30M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	30M.EL.1.1.	Participation in language and literacy activities
EXPECTATION	30M.EL.1.1.1.	Enjoy being read to and looking at books independently; may say familiar words and phrases while looking at the appropriate page (E.g. Kali, 33 months, sings along to the repetitious book, Brown Bear, Brown Bear, as her teacher reads it to her.) <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 • 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
STRAND / STANDARD	NH.30M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Thirty Months to Three Years)
STANDARD / GLE	30M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	30M.EL.1.2.	Narrative and story sense
EXPECTATION	30M.EL.1.2.1.	Can react to dramatic elements of a story and may respond with predictions when asked, “What will happen next?” (E.g. Addison, 33 months, is able to predict what is hidden under the flap on a page of a familiar book.) <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 / STANDARD	NH.30M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Thirty Months to Three Years)
STANDARD / GLE	30M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	30M.EL.1.3.	Comprehension and interpretation

EXPECTATION	30M.EL.1.3.1.	Ask for familiar books to be read in exactly the same way each time and know when sections are being skipped <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 / STANDARD	NH.30M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Thirty Months to Three Years)
STANDARD / GLE	30M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	30M.EL.1.4.	Interest in and appreciation of reading
EXPECTATION	30M.EL.1.4.1.	Ask for familiar books to be read in exactly the same way each time and know when sections are being skipped <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 / STANDARD	NH.30M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Thirty Months to Three Years)
STANDARD / GLE	30M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	30M.EL.1.5.	Phonological awareness (which refers to understanding the sound structure of language such as sounds, rhymes, syllables and words)
EXPECTATION	30M.EL.1.5.1.	Participate in chants and songs and books that rhyme <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.2 Joins in rhyming songs and games
STRAND / STANDARD	NH.30M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Thirty Months to Three Years)
STANDARD / GLE	30M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	30M.EL.1.6.	Book awareness
EXPECTATION	30M.EL.1.6.1.	Can turn the book to the first page for an adult to begin reading and close the book and say, “The end.” <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

STRAND / STANDARD	NH.30M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Thirty Months to Three Years)
STANDARD / GLE	30M.EL.2.	Emergent Writing
GRADE LEVEL EXPECTATION	30M.EL.2.1.	Print and alphabet awareness
EXPECTATION	30M.EL.2.1.1.	Point to print and ask, “What does that say?” or ask someone to write for them <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 / STANDARD	NH.30M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Thirty Months to Three Years)
STANDARD / GLE	30M.EL.2.	Emergent Writing
GRADE LEVEL EXPECTATION	30M.EL.2.2.	Interest in and emergent writing
EXPECTATION	30M.EL.2.2.1.	Use their increased fine motor control to control the size and shape of their scribbles <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 / STANDARD	NH.30M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Thirty Months to Three Years)
STANDARD / GLE	30M.CD-EN.1.	Number Operations
GRADE LEVEL EXPECTATION	30M.CD-EN.1.1.	Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting
EXPECTATION	30M.CD-EN.1.1.1.	Begin to initiate one-to-one matching for four or fewer items <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 / STANDARD	NH.30M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Thirty Months to Three Years)
STANDARD / GLE	30M.CD-EN.2.	Geometry and Spatial Sense
GRADE LEVEL EXPECTATION	30M.CD-EN.2.1.	Shapes and their attributes, position, comparing and contrasting two or more objects, and distance

EXPECTATION	30M.CD-EN.2.1.1.	<p>Use comparison words and position words correctly</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.2 Follows simple directions related to position (in, on, under, up, down)</p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.2 Makes simple comparisons between two objects</p>
STRAND / STANDARD	NH.30M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Thirty Months to Three Years)
STANDARD / GLE	30M.CD-EN.3.	Measurements
GRADE LEVEL EXPECTATION	30M.CD-EN.3.1.	Size, volume, quantity and other measurable qualities, and the tools to measure them
EXPECTATION	30M.CD-EN.3.1.1.	<p>Recognize that objects and people can be measured (E.g. Brianna asks her mother, “How big am I?”)</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.2 Makes simple comparisons between two objects</p>
STRAND / STANDARD	NH.30M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Thirty Months to Three Years)
STANDARD / GLE	30M.CD-EN.4.	Patterns and Relationships
GRADE LEVEL EXPECTATION	30M.CD-EN.4.1.	Recognizing or creating planned or random repetitions and comparisons
EXPECTATION	30M.CD-EN.4.1.1.	<p>Recognize simple patterns (E.g. Malik looks at the plastic animals on the shelf and says, “Mommy, baby, mommy, baby.”)</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>
STRAND / STANDARD	NH.30M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Thirty Months to Three Years)
STANDARD / GLE	30M.CD-EN.5.	Data Collection and Analysis
GRADE LEVEL EXPECTATION	30M.CD-EN.5.1.	Gathering, organizing, and analyzing information, and drawing conclusions to make sense of the world

EXPECTATION	30M.CD-EN.5.1.1.	<p>Notice that objects can be classified in different ways based on different attributes (E.g. Leo and Peter argue over whether to sort their vehicles by color or by size.)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.2 Matches similar objects</p>
STRAND / STANDARD	NH.30M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Thirty Months to Three Years)
STANDARD / GLE	30M.CD-EN.6.	Time and Sequence
GRADE LEVEL EXPECTATION	30M.CD-EN.6.1.	Concept of time as it relates to daily routines, and sequencing of events
EXPECTATION	30M.CD-EN.6.1.1.	<p>Can anticipate what will happen next in daily routines</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.4 Remembers the sequence of personal routines and experiences with teacher support</p>
STRAND / STANDARD	NH.30M.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Thirty Months to Three Years)
STANDARD / GLE	30M.CD-SSS.1.	Key Concepts
GRADE LEVEL EXPECTATION	30M.CD-SSS.1.1.	Object permanence
EXPECTATION	30M.CD-SSS.1.1.1.	<p>Enjoy hiding games</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls <p>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
STRAND / STANDARD	NH.30M.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Thirty Months to Three Years)
STANDARD / GLE	30M.CD-SSS.2.	Exploring the Physical World
GRADE LEVEL EXPECTATION	30M.CD-SSS.2.1.	Physical world
EXPECTATION	30M.CD-SSS.2.1.1.	<p>Focus on small details in indoor and outdoor environment (E.g. Esme lays on the grass and watches an ant move.)</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
STRAND / STANDARD	NH.30M.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Thirty Months to Three Years)

STANDARD / GLE	30M.CD-SSS.3.	Exploring the Social World
GRADE LEVEL EXPECTATION	30M.CD-SSS.3.1.	Social conventions
EXPECTATION	30M.CD-SSS.3.1.1.	Understand that certain rules and customs apply in some situations and not in others (E.g. Sam tells his baby sister, “No yelling in church.”) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STRAND / STANDARD	NH.30M.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Thirty Months to Three Years)
STANDARD / GLE	30M.CD-SSS.3.	Exploring the Social World
GRADE LEVEL EXPECTATION	30M.CD-SSS.3.2.	Self, family, and community
EXPECTATION	30M.CD-SSS.3.2.1.	Explore various roles in their home and classroom (E.g. Natalie tells James, 20 months old, that he is the baby and that she is going to be the mommy. She then begins acting out the role by giving him a bottle.) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STRAND / STANDARD	NH.30M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Thirty Months to Three Years)
STANDARD / GLE	30M.CD-AL.1.	Inquiry and Exploration
GRADE LEVEL EXPECTATION	30M.CD-AL.1.1.	Curiosity and sensory exploration
EXPECTATION	30M.CD-AL.1.1.1.	Continue to seek information through observation, exploration, and asking questions <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
STRAND / STANDARD	NH.30M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Thirty Months to Three Years)
STANDARD / GLE	30M.CD-AL.1.	Inquiry and Exploration
GRADE LEVEL EXPECTATION	30M.CD-AL.1.2.	Cause and effect
EXPECTATION	30M.CD-AL.1.2.1.	Anticipate and try to prevent another person’s actions that will create undesirable effects No Correlations
STRAND / STANDARD	NH.30M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Thirty Months to Three Years)
STANDARD / GLE	30M.CD-AL.2.	Reasoning and Problem Solving
GRADE LEVEL EXPECTATION	30M.CD-AL.2.1.	Theories about the world and how things work (Reflection, critical thinking, and trial and error)

EXPECTATION	30M.CD-AL.2.1.1.	<p>Solve some problems without having to physically try out all possible solutions and may ask for help when needed</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 / STANDARD	NH.30M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Thirty Months to Three Years)
STANDARD / GLE	30M.CD-AL.3.	Play
GRADE LEVEL EXPECTATION	30M.CD-AL.3.1.	Imitation, risk taking, and experimentation
EXPECTATION	30M.CD-AL.3.1.1.	<p>Take risks in big body play, expanding their physical abilities</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.4 Experiments with different ways of balancing</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.4 Manipulates balls or similar objects with stiff body movements</p>
STRAND / STANDARD	NH.30M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Thirty Months to Three Years)
STANDARD / GLE	30M.CD-AL.3.	Play
GRADE LEVEL EXPECTATION	30M.CD-AL.3.2.	Creativity, imagination, and inventiveness
EXPECTATION	30M.CD-AL.3.2.1.	<p>Engage in more extended pretend play</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.2 Imitates actions of others during play; uses real objects as props</p>
STRAND / STANDARD	NH.30M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Thirty Months to Three Years)
STANDARD / GLE	30M.CD-AL.3.	Play
GRADE LEVEL EXPECTATION	30M.CD-AL.3.3.	Sense of delight and humor
EXPECTATION	30M.CD-AL.3.3.1.	<p>Play exuberantly</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 / STANDARD	NH.30M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Thirty Months to Three Years)
STANDARD / GLE	30M.CD-AL.4.	Executive Function
GRADE LEVEL EXPECTATION	30M.CD-AL.4.1.	Adaptability of thought processes, planning, and intentionality
EXPECTATION	30M.CD-AL.4.1.1.	<p>Plan their own simple activities and organize the materials they need</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 / STANDARD	NH.30M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Thirty Months to Three Years)
STANDARD / GLE	30M.CD-AL.4.	Executive Function
GRADE LEVEL EXPECTATION	30M.CD-AL.4.2.	Working memory and focus and attention
EXPECTATION	30M.CD-AL.4.2.1.	<p>Can maintain attention on their choice of activity until they have achieved their goal (E.g. Cheng draws one more line on her picture and says, “All done.”)</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 / STANDARD	NH.30M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Thirty Months to Three Years)
STANDARD / GLE	30M.CD-AL.4.	Executive Function
GRADE LEVEL EXPECTATION	30M.CD-AL.4.3.	Motivation, initiative, and persistence
EXPECTATION	30M.CD-AL.4.3.1.	<p>Demonstrate the motivation to master simple 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.4 Practices an activity many times until successful</p>
STRAND / STANDARD	NH.30M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Thirty Months to Three Years)
STANDARD / GLE	30M.CD-AL.5.	Symbolic Representation
GRADE LEVEL EXPECTATION	30M.CD-AL.5.1.	Representational Process
EXPECTATION	30M.CD-AL.5.1.1.	<p>Understand that some signs in the community represent familiar places</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.2 Recognizes people, objects, and animals in pictures or photographs</p>

STRAND / STANDARD	NH.30M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Thirty Months to Three Years)
STANDARD / GLE	30M.PDH.1.	Body awareness and control
GRADE LEVEL EXPECTATION	30M.PDH.1.1.	Spatial awareness
EXPECTATION	30M.PDH.1.1.1.	<p>Move their bodies through space with balance and 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 4.4 Experiments with different ways of moving</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.4 Experiments with different ways of balancing</p>
STRAND / STANDARD	NH.30M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Thirty Months to Three Years)
STANDARD / GLE	30M.PDH.1.	Body awareness and control
GRADE LEVEL EXPECTATION	30M.PDH.1.2.	Development of the senses, orientation to stimuli, and sensory integration
EXPECTATION	30M.PDH.1.2.1.	<p>Begin to focus on important stimuli while ignoring extraneous stimuli</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 / STANDARD	NH.30M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Thirty Months to Three Years)
STANDARD / GLE	30M.PDH.1.	Body awareness and control
GRADE LEVEL EXPECTATION	30M.PDH.1.3.	Physical State Regulation
EXPECTATION	30M.PDH.1.3.1.	<p>May take initiative to make themselves more comfortable (E.g. Remey takes off his socks and says, “Too hot.”)</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 / STANDARD	NH.30M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Thirty Months to Three Years)
STANDARD / GLE	30M.PDH.2.	Large muscle development and coordination
GRADE LEVEL EXPECTATION	30M.PDH.2.1.	Gross motor skills

EXPECTATION	30M.PDH.2.1.1.	<p>Purposefully explore with their whole body and use objects and equipment</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.4 Experiments with different ways of balancing</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.4 Manipulates balls or similar objects with stiff body movements</p>
STRAND / STANDARD	NH.30M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Thirty Months to Three Years)
STANDARD / GLE	30M.PDH.3.	Small muscle development and coordination
GRADE LEVEL EXPECTATION	30M.PDH.3.1.	Fine motor skills
EXPECTATION	30M.PDH.3.1.1.	<p>Use smaller manipulatives with ease</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 / STANDARD	NH.30M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Thirty Months to Three Years)
STANDARD / GLE	30M.PDH.4.	Nutrition
GRADE LEVEL EXPECTATION	30M.PDH.4.1.	Nutrition
EXPECTATION	30M.PDH.4.1.1.	<p>Show some awareness that some foods are more nutritious than others (E.g. After Mr. Brian reads We Eat Food That's Fresh, Kara points to the fresh strawberries on her plate at snack time.)</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 / STANDARD	NH.30M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Thirty Months to Three Years)
STANDARD / GLE	30M.PDH.5.	Basic safety
GRADE LEVEL EXPECTATION	30M.PDH.5.1.	Basic safety

EXPECTATION	30M.PDH.5.1.1.	Show increasing awareness of health and safety 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
STRAND / STANDARD	NH.30M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Thirty Months to Three Years)
STANDARD / GLE	30M.PDH.6.	Self-care
GRADE LEVEL EXPECTATION	30M.PDH.6.1.	Self-care
EXPECTATION	30M.PDH.6.1.1.	Are more likely to willingly participate in self-care routines, if culturally appropriate <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 / STANDARD	NH.30M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Thirty Months to Three Years)
STANDARD / GLE	30M.CE.1.	Exploration and creation of artistic works
GRADE LEVEL EXPECTATION	30M.CE.1.1.	Invention and imagination
EXPECTATION	30M.CE.1.1.1.	Use and play with a variety of media and materials for exploration and creative expression <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STRAND / STANDARD	NH.30M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Thirty Months to Three Years)
STANDARD / GLE	30M.CE.1.	Exploration and creation of artistic works
GRADE LEVEL EXPECTATION	30M.CE.1.2.	Curiosity and interest
EXPECTATION	30M.CE.1.2.1.	Show interest in a variety of materials and activities related to creative expression <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STRAND / STANDARD	NH.30M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Thirty Months to Three Years)
STANDARD / GLE	30M.CE.1.	Exploration and creation of artistic works
GRADE LEVEL EXPECTATION	30M.CE.1.3.	Confidence

EXPECTATION	30M.CE.1.3.1.	Ask adults to save or take pictures or videos of their artistic creation <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STRAND / STANDARD	NH.30M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Thirty Months to Three Years)
STANDARD / GLE	30M.CE.2.	Appreciation of and response to the creations of others and the natural world
GRADE LEVEL EXPECTATION	30M.CE.2.1.	Awareness and attention
EXPECTATION	30M.CE.2.1.1.	Try to reproduce aspects of music, art, drama, dance, and natural phenomena they have witnessed (E.g. After watching a tap dancer, Reagan, Andrew, and Gabe recreate tap dancing.) <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts • Objective 36 Explores drama through actions and language
STRAND / STANDARD	NH.30M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Thirty Months to Three Years)
STANDARD / GLE	30M.CE.2.	Appreciation of and response to the creations of others and the natural world
GRADE LEVEL EXPECTATION	30M.CE.2.2.	Sense of joy and wonder
EXPECTATION	30M.CE.2.2.1.	Exclaim enthusiastically in response to experiencing beauty indoors or outdoors (E.g. Ginny and her friends jump up and down shouting, “It’s a rainbow,” when they see a rainbow in the sprinkler.) <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment
STRAND / STANDARD	NH.3Y.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Three Years)
STANDARD / GLE	3Y.SED.1.	Self-Concept and Social Identity
GRADE LEVEL EXPECTATION	3Y.SED.1.1.	Self-esteem
EXPECTATION	3Y.SED.1.1.1.	Draw adult’s attention to their actions and creations (E.g. On the playground Luna keeps telling her father, “Watch me, watch me!”) <u>OLD 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 / STANDARD	NH.3Y.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Three Years)

STANDARD / GLE	3Y.SED.1.	Self-Concept and Social Identity
GRADE LEVEL EXPECTATION	3Y.SED.1.2.	Self-confidence
EXPECTATION	3Y.SED.1.2.1.	<p>Begin to experiment with their own potential and show confidence in their own abilities</p> <p><u>OLD 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 / STANDARD	NH.3Y.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Three Years)
STANDARD / GLE	3Y.SED.1.	Self-Concept and Social Identity
GRADE LEVEL EXPECTATION	3Y.SED.1.3.	Social identity
EXPECTATION	3Y.SED.1.3.1.	<p>Continue to develop awareness of differences and their own gender and cultural identity (E.g. Delia says to her teacher, “I’m a girl, so I can be a mommy someday.”)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
STRAND / STANDARD	NH.3Y.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Three Years)
STANDARD / GLE	3Y.SED.2.	Attachment
GRADE LEVEL EXPECTATION	3Y.SED.2.1.	Relationships with primary caregivers
EXPECTATION	3Y.SED.2.1.1.	<p>Respond appropriately to social and emotional cues of 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.6 Manages separations without distress and engages with trusted adults</p>
STRAND / STANDARD	NH.3Y.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Three Years)
STANDARD / GLE	3Y.SED.2.	Attachment
GRADE LEVEL EXPECTATION	3Y.SED.2.2.	Relationships with less familiar adults
EXPECTATION	3Y.SED.2.2.1.	<p>May initiate contact with unfamiliar adults, when familiar adults are nearby</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>
STRAND / STANDARD	NH.3Y.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Three Years)
STANDARD / GLE	3Y.SED.3.	Social Competence



GRADE LEVEL EXPECTATION	3Y.SED.3.1.	Relationships and social skills with peers
EXPECTATION	3Y.SED.3.1.1.	<p>Play cooperatively with other children and show preference for some children over others (E.g. Jose and Chris are playing together. When Martin comes over, Chris says, “No, go away.”)</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.4 Uses successful strategies for entering groups</p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships d. Makes friends <p>Objective 2d.4 Plays with one or two preferred playmates</p>
STRAND / STANDARD	NH.3Y.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Three Years)
STANDARD / GLE	3Y.SED.3.	Social Competence
GRADE LEVEL EXPECTATION	3Y.SED.3.2.	Recognition of others’ feelings
EXPECTATION	3Y.SED.3.2.1.	<p>Begin to label others’ feelings and recognize reasons for those feelings</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 / STANDARD	NH.3Y.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Three Years)
STANDARD / GLE	3Y.SED.3.	Social Competence
GRADE LEVEL EXPECTATION	3Y.SED.3.3.	Behavioral regulation
EXPECTATION	3Y.SED.3.3.1.	<p>Follow classroom rules and routines 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 b. Follows limits and expectations <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
STRAND / STANDARD	NH.3Y.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Three Years)
STANDARD / GLE	3Y.SED.4.	Emotional Competence
GRADE LEVEL EXPECTATION	3Y.SED.4.1.	Emotional expression
EXPECTATION	3Y.SED.4.1.1.	<p>Express their feelings verbally with greater frequency</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>

STRAND / STANDARD	NH.3Y.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Three Years)
STANDARD / GLE	3Y.SED.4.	Emotional Competence
GRADE LEVEL EXPECTATION	3Y.SED.4.2.	Emotional Regulation
EXPECTATION	3Y.SED.4.2.1.	<p>Begin to respond to an adult’s cues about regulating their emotions (E.g. At drop-off time, Sage begins to control his crying when his teacher says, “I know you’re sad, would you like to see what your friends are doing?”)</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>
STRAND / STANDARD	NH.3Y.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Three Years)
STANDARD / GLE	3Y.LD.1.	Listening Comprehension
GRADE LEVEL EXPECTATION	3Y.LD.1.1.	Receptive verbal communication
EXPECTATION	3Y.LD.1.1.1.	<p>Show awareness of others’ comments or statements that have to do with them (E.g. Milo shouts, “Don’t want to go to the doctor!” after overhearing his parents talk about his illness.)</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 / STANDARD	NH.3Y.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Three Years)
STANDARD / GLE	3Y.LD.2.	Non-verbal Communication
GRADE LEVEL EXPECTATION	3Y.LD.2.1.	Non-verbal communication
EXPECTATION	3Y.LD.2.1.1.	<p>Notice other children’s body language and try to interpret it</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <p>Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
STRAND / STANDARD	NH.3Y.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Three Years)
STANDARD / GLE	3Y.LD.3.	Communication Concepts
GRADE LEVEL EXPECTATION	3Y.LD.3.1.	Pragmatics and social language

EXPECTATION	3Y.LD.3.1.1.	<p>Begin to understand the rules for communication in different situations (E.g. Charlie whispers when dad explains that he needs to use a quiet voice when visiting grandpa in the hospital.)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <p>Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
STRAND / STANDARD	NH.3Y.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Three Years)
STANDARD / GLE	3Y.LD.4.	Verbal Expression
GRADE LEVEL EXPECTATION	3Y.LD.4.1.	Vocabulary development
EXPECTATION	3Y.LD.4.1.1.	<p>Continue to build their vocabulary including more descriptive words</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>
STRAND / STANDARD	NH.3Y.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Three Years)
STANDARD / GLE	3Y.LD.4.	Verbal Expression
GRADE LEVEL EXPECTATION	3Y.LD.4.2.	Expressive language or speaking
EXPECTATION	3Y.LD.4.2.1.	<p>Can relate a simple story (E.g. When asked about her day, Rhianna says, “I went out on the playground and it was so icy and I fell and I cried and cried and my teacher helped me.”)</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 d. Tells about another time or place <p>Objective 9d.4 Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</p>
STRAND / STANDARD	NH.3Y.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Three Years)
STANDARD / GLE	3Y.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	3Y.EL.1.1.	Participation in language and literacy activities

EXPECTATION	3Y.EL.1.1.1.	May describe what's happening in the pictures while turning the pages in a familiar book <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 / STANDARD	NH.3Y.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Three Years)
STANDARD / GLE	3Y.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	3Y.EL.1.2.	Narrative and story sense
EXPECTATION	3Y.EL.1.2.1.	Relate or retell stories with more parts <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.2 Retells some events or information from a familiar story or other text with close adult prompting
STRAND / STANDARD	NH.3Y.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Three Years)
STANDARD / GLE	3Y.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	3Y.EL.1.3.	Comprehension and interpretation
EXPECTATION	3Y.EL.1.3.1.	Can ask and answer simple questions about the story <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 / STANDARD	NH.3Y.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Three Years)
STANDARD / GLE	3Y.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	3Y.EL.1.4.	Interest in and appreciation of reading
EXPECTATION	3Y.EL.1.4.1.	Say what they like about a favorite book <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 / STANDARD	NH.3Y.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Three Years)
STANDARD / GLE	3Y.EL.1.	Emergent Reading

GRADE LEVEL EXPECTATION	3Y.EL.1.5.	Phonological awareness (which refers to understanding the sound structure of language such as sounds, rhymes, syllables and words)
EXPECTATION	3Y.EL.1.5.1.	<p>Enjoy playing with the sounds of language (E.g. Claire laughs loudly when her friend calls her Clairey Berry.)</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.4 Fills in the missing rhyming word; generates rhyming words spontaneously</p>
STRAND / STANDARD	NH.3Y.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Three Years)
STANDARD / GLE	3Y.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	3Y.EL.1.6.	Book awareness
EXPECTATION	3Y.EL.1.6.1.	<p>Understand proper handling of books to avoid damage and help repair books, with adult support</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
STRAND / STANDARD	NH.3Y.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Three Years)
STANDARD / GLE	3Y.EL.2.	Emergent Writing
GRADE LEVEL EXPECTATION	3Y.EL.2.1.	Print and alphabet awareness
EXPECTATION	3Y.EL.2.1.1.	<p>Begin to recognize their own name and may notice words that start with the same letter as their own name</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 <p>Objective 16a.2 Recognizes and names a few letters in own name</p>
STRAND / STANDARD	NH.3Y.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Three Years)
STANDARD / GLE	3Y.EL.2.	Emergent Writing
GRADE LEVEL EXPECTATION	3Y.EL.2.2.	Interest in and emergent writing

EXPECTATION	3Y.EL.2.2.1.	<p>Begin to differentiate between drawing and writing, and their scribbles may look more like writing (E.g. After painting a picture, 3-year-old Isaiah makes a series of vertical lines, representing his name.)</p> <p><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</p>
STRAND / STANDARD	NH.3Y.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Three Years)
STANDARD / GLE	3Y.CD-EN.1.	Number Operations
GRADE LEVEL EXPECTATION	3Y.CD-EN.1.1.	Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting
EXPECTATION	3Y.CD-EN.1.1.1.	<p>Show an interest in counting 1 to 10, may hold up fingers to indicate quantity</p> <p><u>GOLD® Objectives for Development and Learning</u> • 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</p>
STRAND / STANDARD	NH.3Y.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Three Years)
STANDARD / GLE	3Y.CD-EN.2.	Geometry and Spatial Sense
GRADE LEVEL EXPECTATION	3Y.CD-EN.2.1.	Shapes and their attributes, position, comparing and contrasting two or more objects, and distance
EXPECTATION	3Y.CD-EN.2.1.1.	<p>Explore and identify shapes in their environment and begin to notice attributes of shapes with adult help (E.g. Addy, 3 years old, says, “Look, my paper plate is a circle!”)</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)</p>
STRAND / STANDARD	NH.3Y.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Three Years)
STANDARD / GLE	3Y.CD-EN.3.	Measurements
GRADE LEVEL EXPECTATION	3Y.CD-EN.3.1.	Size, volume, quantity and other measurable qualities, and the tools to measure them

EXPECTATION	3Y.CD-EN.3.1.1.	Use non-standard tools to measure, with adult assistance (E.g. Marla, Stacy, and Tim pass a lump of clay between them to see if it is bigger or smaller than each child's hand.) <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 / STANDARD	NH.3Y.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Three Years)
STANDARD / GLE	3Y.CD-EN.4.	Patterns and Relationships
GRADE LEVEL EXPECTATION	3Y.CD-EN.4.1.	Recognizing or creating planned or random repetitions and comparisons
EXPECTATION	3Y.CD-EN.4.1.1.	Extend simple patterns <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.5 Emerging to 23.6 Extends and creates simple repeating patterns
STRAND / STANDARD	NH.3Y.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Three Years)
STANDARD / GLE	3Y.CD-EN.5.	Data Collection and Analysis
GRADE LEVEL EXPECTATION	3Y.CD-EN.5.1.	Gathering, organizing, and analyzing information, and drawing conclusions to make sense of the world
EXPECTATION	3Y.CD-EN.5.1.1.	Sort objects or people into subgroups by one attribute <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
STRAND / STANDARD	NH.3Y.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Three Years)
STANDARD / GLE	3Y.CD-EN.6.	Time and Sequence
GRADE LEVEL EXPECTATION	3Y.CD-EN.6.1.	Concept of time as it relates to daily routines, and sequencing of events
EXPECTATION	3Y.CD-EN.6.1.1.	Can remember and describe daily sequence of events <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
STRAND / STANDARD	NH.3Y.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Three Years)
STANDARD / GLE	3Y.CD-SSS.1.	Key Concepts
GRADE LEVEL EXPECTATION	3Y.CD-SSS.1.1.	Object permanence

EXPECTATION	3Y.CD-SSS.1.1.1.	Play simple memory games <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
STRAND / STANDARD	NH.3Y.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Three Years)
STANDARD / GLE	3Y.CD-SSS.2.	Exploring the Physical World
GRADE LEVEL EXPECTATION	3Y.CD-SSS.2.1.	Physical world
EXPECTATION	3Y.CD-SSS.2.1.1.	Ask many questions about the physical world and investigate with adult guidance <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STRAND / STANDARD	NH.3Y.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Three Years)
STANDARD / GLE	3Y.CD-SSS.3.	Exploring the Social World
GRADE LEVEL EXPECTATION	3Y.CD-SSS.3.1.	Social conventions
EXPECTATION	3Y.CD-SSS.3.1.1.	Demonstrate and follow different customs in different settings <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STRAND / STANDARD	NH.3Y.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Three Years)
STANDARD / GLE	3Y.CD-SSS.3.	Exploring the Social World
GRADE LEVEL EXPECTATION	3Y.CD-SSS.3.2.	Self, family, and community
EXPECTATION	3Y.CD-SSS.3.2.1.	Ask questions about other people’s experiences in their families and communities <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STRAND / STANDARD	NH.3Y.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Three Years)
STANDARD / GLE	3Y.CD-AL.1.	Inquiry and Exploration
GRADE LEVEL EXPECTATION	3Y.CD-AL.1.1.	Curiosity and sensory exploration
EXPECTATION	3Y.CD-AL.1.1.1.	Persist in asking “Why?” <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills

STRAND / STANDARD	NH.3Y.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Three Years)
STANDARD / GLE	3Y.CD-AL.1.	Inquiry and Exploration
GRADE LEVEL EXPECTATION	3Y.CD-AL.1.2.	Cause and effect
EXPECTATION	3Y.CD-AL.1.2.1.	<p>Use variations on previous actions in new environments and with different objects to create new and desired effects</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 / STANDARD	NH.3Y.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Three Years)
STANDARD / GLE	3Y.CD-AL.2.	Reasoning and Problem Solving
GRADE LEVEL EXPECTATION	3Y.CD-AL.2.1.	Theories about the world and how things work (Reflection, critical thinking, and trial and error)
EXPECTATION	3Y.CD-AL.2.1.1.	<p>Remember strategies that have worked and apply them to new situations (E.g. At home, Davis moves a stool to the sink so that he can reach for his toothbrush. At child care the next day, Davis struggles to reach a pencil on the counter so he picks up a chair and puts it near the counter.)</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.6 Draws on everyday experiences and applies this knowledge to a similar situation</p>
STRAND / STANDARD	NH.3Y.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Three Years)
STANDARD / GLE	3Y.CD-AL.3.	Play
GRADE LEVEL EXPECTATION	3Y.CD-AL.3.1.	Imitation, risk taking, and experimentation
EXPECTATION	3Y.CD-AL.3.1.1.	<p>Engage in pretend play that includes roles and experiences that they find challenging (E.g. After a visit to his doctor, Brent gives his doll a shot.)</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 / STANDARD	NH.3Y.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Three Years)
STANDARD / GLE	3Y.CD-AL.3.	Play

GRADE LEVEL EXPECTATION	3Y.CD-AL.3.2.	Creativity, imagination, and inventiveness
EXPECTATION	3Y.CD-AL.3.2.1.	Invent stories and characters <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 / STANDARD	NH.3Y.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Three Years)
STANDARD / GLE	3Y.CD-AL.3.	Play
GRADE LEVEL EXPECTATION	3Y.CD-AL.3.3.	Sense of delight and humor
EXPECTATION	3Y.CD-AL.3.3.1.	Laugh at themselves when they do something silly <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 / STANDARD	NH.3Y.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Three Years)
STANDARD / GLE	3Y.CD-AL.4.	Executive Function
GRADE LEVEL EXPECTATION	3Y.CD-AL.4.1.	Adaptability of thought processes, planning, and intentionality
EXPECTATION	3Y.CD-AL.4.1.1.	Can adapt plans to incorporate new materials <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 / STANDARD	NH.3Y.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Three Years)
STANDARD / GLE	3Y.CD-AL.4.	Executive Function
GRADE LEVEL EXPECTATION	3Y.CD-AL.4.2.	Working memory and focus and attention
EXPECTATION	3Y.CD-AL.4.2.1.	Can play simple memory games such as matching pictures on cards <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
STRAND / STANDARD	NH.3Y.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Three Years)
STANDARD / GLE	3Y.CD-AL.4.	Executive Function

GRADE LEVEL EXPECTATION	3Y.CD-AL.4.3.	Motivation, initiative, and persistence
EXPECTATION	3Y.CD-AL.4.3.1.	Show initiative in a variety of ways including offering to help <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 / STANDARD	NH.3Y.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Three Years)
STANDARD / GLE	3Y.CD-AL.5.	Symbolic Representation
GRADE LEVEL EXPECTATION	3Y.CD-AL.5.1.	Representational Process
EXPECTATION	3Y.CD-AL.5.1.1.	Are aware that some symbols represent words and numbers <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 / STANDARD	NH.3Y.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Three Years)
STANDARD / GLE	3Y.PDH.1.	Body awareness and control
GRADE LEVEL EXPECTATION	3Y.PDH.1.1.	Spatial awareness
EXPECTATION	3Y.PDH.1.1.1.	Move with confidence and stability, coordinating movements to accomplish simple tasks (E.g. Outside on the playground, a small group of children play a game of Duck, Duck, Goose.) <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 44.6 Moves purposefully from place to place with control • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences
STRAND / STANDARD	NH.3Y.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Three Years)
STANDARD / GLE	3Y.PDH.1.	Body awareness and control
GRADE LEVEL EXPECTATION	3Y.PDH.1.2.	Development of the senses, orientation to stimuli, and sensory integration
EXPECTATION	3Y.PDH.1.2.1.	Develop the ability to use one sense to predict what they would perceive with another (E.g. Jowanna reaches into the mystery bag and guesses that she is holding a teddy bear based on the way it feels.) No Correlations

STRAND / STANDARD	NH.3Y.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Three Years)
STANDARD / GLE	3Y.PDH.1.	Body awareness and control
GRADE LEVEL EXPECTATION	3Y.PDH.1.3.	Physical State Regulation
EXPECTATION	3Y.PDH.1.3.1.	<p>May be able to identify the need to eliminate</p> <p>No GOLD® Objectives for Development and Learning</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 Correlations</p>
STRAND / STANDARD	NH.3Y.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Three Years)
STANDARD / GLE	3Y.PDH.2.	Large muscle development and coordination
GRADE LEVEL EXPECTATION	3Y.PDH.2.1.	Gross motor skills
EXPECTATION	3Y.PDH.2.1.1.	<p>Show increased confidence in their ability to coordinate large muscles and interest in new ways to use large muscles</p> <p>GOLD® Objectives for Development and Learning</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 5 Demonstrates balancing skills <p>Objective 5.6 Sustains balance during simple movement experiences</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>
STRAND / STANDARD	NH.3Y.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Three Years)
STANDARD / GLE	3Y.PDH.3.	Small muscle development and coordination
GRADE LEVEL EXPECTATION	3Y.PDH.3.1.	Fine motor skills
EXPECTATION	3Y.PDH.3.1.1.	<p>Show increased confidence in ability to coordinate small muscles and interest in new ways to use small muscles</p> <p>GOLD® Objectives for Development and Learning</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 / STANDARD	NH.3Y.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Three Years)

STANDARD / GLE	3Y.PDH.4.	Nutrition
GRADE LEVEL EXPECTATION	3Y.PDH.4.1.	Nutrition
EXPECTATION	3Y.PDH.4.1.1.	Try healthy foods from a variety of cultures when given the opportunity <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 / STANDARD	NH.3Y.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Three Years)
STANDARD / GLE	3Y.PDH.5.	Basic safety
GRADE LEVEL EXPECTATION	3Y.PDH.5.1.	Basic safety
EXPECTATION	3Y.PDH.5.1.1.	Can identify and explain familiar health and safety signs in the community <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 / STANDARD	NH.3Y.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Three Years)
STANDARD / GLE	3Y.PDH.6.	Self-care
GRADE LEVEL EXPECTATION	3Y.PDH.6.1.	Self-care
EXPECTATION	3Y.PDH.6.1.1.	Seek to accomplish self-care and house-keeping tasks with reminders, if culturally appropriate <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 / STANDARD	NH.3Y.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Three Years)
STANDARD / GLE	3Y.CE.1.	Exploration and creation of artistic works
GRADE LEVEL EXPECTATION	3Y.CE.1.1.	Invention and imagination

EXPECTATION	3Y.CE.1.1.1.	Create more elaborate three dimensional structures, songs, rhymes, and dances with a combination of materials <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts
STRAND / STANDARD	NH.3Y.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Three Years)
STANDARD / GLE	3Y.CE.1.	Exploration and creation of artistic works
GRADE LEVEL EXPECTATION	3Y.CE.1.2.	Curiosity and interest
EXPECTATION	3Y.CE.1.2.1.	Ask how to produce a particular sound, visual image, or movement <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STRAND / STANDARD	NH.3Y.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Three Years)
STANDARD / GLE	3Y.CE.1.	Exploration and creation of artistic works
GRADE LEVEL EXPECTATION	3Y.CE.1.3.	Confidence
EXPECTATION	3Y.CE.1.3.1.	Show adults and peers what they can do or have created, including short individual performances or artistic creations <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts • Objective 36 Explores drama through actions and language
STRAND / STANDARD	NH.3Y.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Three Years)
STANDARD / GLE	3Y.CE.2.	Appreciation of and response to the creations of others and the natural world
GRADE LEVEL EXPECTATION	3Y.CE.2.1.	Awareness and attention
EXPECTATION	3Y.CE.2.1.1.	Share opinions about likes and dislikes in art and creative expression <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STRAND / STANDARD	NH.3Y.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Three Years)
STANDARD / GLE	3Y.CE.2.	Appreciation of and response to the creations of others and the natural world
GRADE LEVEL EXPECTATION	3Y.CE.2.2.	Sense of joy and wonder

EXPECTATION	3Y.CE.2.2.1.	Use descriptive words to express their response to an aesthetic experience (E.g. Using his communication device, Mark tells Tory he really likes the colors in her painting.) <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STRAND / STANDARD	NH.4-5Y.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Four and Five Years)
STANDARD / GLE	4-5Y.SED.1.	Self-Concept and Social Identity
GRADE LEVEL EXPECTATION	4-5Y.SED.1.1.	Self-esteem
EXPECTATION	4-5Y.SED.1.1.1.	Continue to seek adult attention and recognition of what they know and can do <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
EXPECTATION	4-5Y.SED.1.1.2.	Boast about what they know and can do (E.g. Quinn says, “I am really good at drawing rainbows.”) <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 / STANDARD	NH.4-5Y.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Four and Five Years)
STANDARD / GLE	4-5Y.SED.1.	Self-Concept and Social Identity
GRADE LEVEL EXPECTATION	4-5Y.SED.1.2.	Self-confidence
EXPECTATION	4-5Y.SED.1.2.1.	Are confident, self-directed, purposeful and inventive in play <u>GOLD® Objectives for Development and Learning</u> <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 / STANDARD	NH.4-5Y.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Four and Five Years)
STANDARD / GLE	4-5Y.SED.1.	Self-Concept and Social Identity
GRADE LEVEL EXPECTATION	4-5Y.SED.1.3.	Social identity

EXPECTATION	4-5Y.SED.1.3.1.	<p>Notice differences and make comparisons between their physical characteristics and others' and the way things are done in different settings (E.g. Consuela says "My abuela talks Spanish and my grandma talks English.")</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION	4-5Y.SED.1.3.2.	<p>Express or describe their own characteristics and preferences (E.g. Jacob only chooses brown sweatpants when clothes shopping with his mother.)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 29 Demonstrates knowledge about self
STRAND / STANDARD	NH.4-5Y.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Four and Five Years)
STANDARD / GLE	4-5Y.SED.2.	Attachment
GRADE LEVEL EXPECTATION	4-5Y.SED.2.1.	Relationships with primary caregivers and less familiar adults
EXPECTATION	4-5Y.SED.2.1.1.	<p>Interact easily with familiar adults, but may be hesitant to approach or respond to less familiar 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.8 Engages with trusted adults as resources and to share mutual interests</p>
EXPECTATION	4-5Y.SED.2.1.2.	<p>Seek adult help when needed for emotional support, physical assistance, social interaction, and approval</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.8 Engages with trusted adults as resources and to share mutual interests</p>
EXPECTATION	4-5Y.SED.2.1.3.	<p>Imitate familiar adults in culturally appropriate ways in everyday situations</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
STRAND / STANDARD	NH.4-5Y.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Four and Five Years)
STANDARD / GLE	4-5Y.SED.3.	Social Competence
GRADE LEVEL EXPECTATION	4-5Y.SED.3.1.	Relationships and social skills with peers

EXPECTATION	4-5Y.SED.3.1.1.	Approach others with expectations of positive interactions <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	4-5Y.SED.3.1.2.	Build skills needed to participate successfully as a member of a group, such as taking turns <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	4-5Y.SED.3.1.3.	Sustain interaction by cooperating, helping, sharing, and expressing interest, though they may need adult guidance <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	4-5Y.SED.3.1.4.	Develop friendships, sometimes based on shared interests or characteristics <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.7 Emerging to 2d.8 Maintains friendships for several months or more; forms friendships around similar play interests
STRAND / STANDARD	NH.4-5Y.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Four and Five Years)
STANDARD / GLE	4-5Y.SED.3.	Social Competence
GRADE LEVEL EXPECTATION	4-5Y.SED.3.2.	Recognition of others' feelings
EXPECTATION	4-5Y.SED.3.2.1.	Begin to understand the reasons for others' emotions and respond appropriately (E.g. Audrey says to a friend who is upset over not getting the toy she wanted during play, "You'll get to play with it next time.") <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
STRAND / STANDARD	NH.4-5Y.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Four and Five Years)
STANDARD / GLE	4-5Y.SED.3.	Social Competence
GRADE LEVEL EXPECTATION	4-5Y.SED.3.3.	Behavioral regulation

EXPECTATION	4-5Y.SED.3.3.1.	<p>Begin to be able to stop undesirable behaviors on their own or with a gentle reminder (E.g. Xavier starts to grab Zach's car, but stops himself and asks, "Can I use that when you're done?")</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>
STRAND / STANDARD	NH.4-5Y.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Four and Five Years)
STANDARD / GLE	4-5Y.SED.4.	Emotional Competence
GRADE LEVEL EXPECTATION	4-5Y.SED.4.1.	Emotional expression
EXPECTATION	4-5Y.SED.4.1.1.	<p>Demonstrate increasing competencies in recognizing and describing their own 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.6 Identifies basic emotional reactions of others and their causes accurately</p>
EXPECTATION	4-5Y.SED.4.1.2.	<p>Explore emotions in various ways (through play, art, music, and dance)</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.6 Identifies basic emotional reactions of others and their causes accurately</p>
STRAND / STANDARD	NH.4-5Y.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Four and Five Years)
STANDARD / GLE	4-5Y.SED.4.	Emotional Competence
GRADE LEVEL EXPECTATION	4-5Y.SED.4.2.	Emotional Regulation
EXPECTATION	4-5Y.SED.4.2.1.	<p>May still have difficulty regulating strong emotions</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.7 Emerging to 1a.8 Controls strong emotions in an appropriate manner most of the time</p>
EXPECTATION	4-5Y.SED.4.2.2.	<p>Increasingly use words instead of actions to express their emotions</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.7 Emerging to 1a.8 Controls strong emotions in an appropriate manner most of the time</p>
STRAND / STANDARD	NH.4-5Y.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Four and Five Years)

STANDARD / GLE	4-5Y.LD.1.	Listening Comprehension
GRADE LEVEL EXPECTATION	4-5Y.LD.1.1.	Receptive verbal communication
EXPECTATION	4-5Y.LD.1.1.1.	<p>Listen with understanding to stories, directions, and conversations</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>
EXPECTATION	4-5Y.LD.1.1.2.	<p>Follow instructions that include a two or three step sequence of actions such as setting up a game or following a recipe</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 b. Follows directions <p>Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences</p>
STRAND / STANDARD	NH.4-5Y.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Four and Five Years)
STANDARD / GLE	4-5Y.LD.2.	Non-verbal Communication
GRADE LEVEL EXPECTATION	4-5Y.LD.2.1.	Non-verbal communication
EXPECTATION	4-5Y.LD.2.1.1.	<p>Understand non-verbal cues</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <p>Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
EXPECTATION	4-5Y.LD.2.1.2.	<p>Communicate needs, wants, or thoughts using nonverbal gestures, actions, or expressions (E.g. 5-year-old Devin points to the block area when he is asked what he wants to do next.)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <p>Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
STRAND / STANDARD	NH.4-5Y.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Four and Five Years)
STANDARD / GLE	4-5Y.LD.3.	Communication Concepts
GRADE LEVEL EXPECTATION	4-5Y.LD.3.1.	Pragmatics and social language

EXPECTATION	4-5Y.LD.3.1.1.	<p>Use language according to rules appropriate for the cultural context (may need adult help in recognizing appropriate cultural context) (E.g. 4-year-old Savannah asks her peer, “Can I please have the purple crayon?”)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <p>Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
EXPECTATION	4-5Y.LD.3.1.2.	<p>With adult support, can take turns in conversations and group discussions</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.7 Emerging to 10a.8 Engages in complex, lengthy conversations of five or more exchanges</p>
STRAND / STANDARD	NH.4-5Y.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Four and Five Years)
STANDARD / GLE	4-5Y.LD.4.	Verbal Expression
GRADE LEVEL EXPECTATION	4-5Y.LD.4.1.	Vocabulary development
EXPECTATION	4-5Y.LD.4.1.1.	<p>Use increasingly complex and varied vocabulary and language</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>
EXPECTATION	4-5Y.LD.4.1.2.	<p>Use words and phrases learned through conversations and being read to (E.g. 4-year-old Hazel says, “The end”, when she finishes her snack.)</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 / STANDARD	NH.4-5Y.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Four and Five Years)
STANDARD / GLE	4-5Y.LD.4.	Verbal Expression
GRADE LEVEL EXPECTATION	4-5Y.LD.4.2.	Expressive language or speaking

EXPECTATION	4-5Y.LD.4.2.1.	<p>Speak clearly enough to be understood</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>
EXPECTATION	4-5Y.LD.4.2.2.	<p>Use language for a variety of purposes, including communicating information (E.g. 5-year-old Sean shows his friends his new race car and they ask him questions about it and tell him stories about theirs.)</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>
EXPECTATION	4-5Y.LD.4.2.3.	<p>Ask questions and initiate and respond in conversations with others</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.6 Engages in conversations of at least three exchanges</p>
EXPECTATION	4-5Y.LD.4.2.4.	<p>Tell stories with multiple characters 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 d. Tells about another time or place <p>Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details</p>
STRAND / STANDARD	NH.4-5Y.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Four and Five Years)
STANDARD / GLE	4-5Y.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	4-5Y.EL.1.1.	Participation in language and literacy activities
EXPECTATION	4-5Y.EL.1.1.1.	<p>Learn new information from books being read to them</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.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>

EXPECTATION	4-5Y.EL.1.1.2.	<p>Ask for a story to be read and respond to stories told or read aloud</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.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
EXPECTATION	4-5Y.EL.1.1.3.	<p>Respond to adult questions about a book or story</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.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
EXPECTATION	4-5Y.EL.1.1.4.	<p>Ask questions about a book or story</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.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
EXPECTATION	4-5Y.EL.1.1.5.	<p>Make connections between a book or story to personal experiences (E.g. Irena points to a picture of a dog and says, “I have a dog like this, only bigger and my dog never chews shoes”.)</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.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
STRAND / STANDARD	NH.4-5Y.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Four and Five Years)
STANDARD / GLE	4-5Y.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	4-5Y.EL.1.2.	Narrative and story sense
EXPECTATION	4-5Y.EL.1.2.1.	<p>Guess what will happen next in a story using pictures as a guide</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.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>

EXPECTATION	4-5Y.EL.1.2.2.	<p>Tell their own stories</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 d. Tells about another time or place <p>Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details</p>
STRAND / STANDARD	NH.4-5Y.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Four and Five Years)
STANDARD / GLE	4-5Y.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	4-5Y.EL.1.3.	Comprehension and interpretation
EXPECTATION	4-5Y.EL.1.3.1.	<p>Represent stories told or read aloud through a variety of media or in play</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 c. Retells stories and recounts details from informational texts <p>Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</p>
EXPECTATION	4-5Y.EL.1.3.2.	<p>Use their own words to retell a simple familiar story while looking at a book</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 c. Retells stories and recounts details from informational texts <p>Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</p>
EXPECTATION	4-5Y.EL.1.3.3.	<p>Retell information from a book (E.g. 5 year old Mac tells his Papa that Tyrannosaurus Rex runs as fast as a horse.)</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 c. Retells stories and recounts details from informational texts <p>Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</p>
STRAND / STANDARD	NH.4-5Y.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Four and Five Years)
STANDARD / GLE	4-5Y.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	4-5Y.EL.1.4.	Interest in and appreciation of reading

EXPECTATION	4-5Y.EL.1.4.1.	<p>Select favorite books, authors, or illustrators</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
EXPECTATION	4-5Y.EL.1.4.2.	<p>Request or respond to informational books on favorite topics</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.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
STRAND / STANDARD	NH.4-5Y.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Four and Five Years)
STANDARD / GLE	4-5Y.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	4-5Y.EL.1.5.	Phonological awareness (which refers to understanding the sound structure of language such as sounds, rhymes, syllables and words)
EXPECTATION	4-5Y.EL.1.5.1.	<p>Listen to and recognize different sounds in rhymes, songs, and familiar words (E.g. When the teacher sings, “Willaby wallaby Wecca an elephant sat on...”, Becca shouts, “Becca!”)</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.6 Decides whether two words rhyme</p>
EXPECTATION	4-5Y.EL.1.5.2.	<p>Play with sounds of spoken language including letter sounds, rhymes, and words (E.g. Ray says, “My name rhymes with play.”)</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.6 Decides whether two words rhyme</p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences <p>Objective 16b.4 Produces the correct sounds for 10–20 letters</p>
EXPECTATION	4-5Y.EL.1.5.3.	<p>Can distinguish the beginning sounds of 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 / STANDARD	NH.4-5Y.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Four and Five Years)
STANDARD / GLE	4-5Y.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	4-5Y.EL.1.6.	Book awareness
EXPECTATION	4-5Y.EL.1.6.1.	Identify parts of books such as cover, first page, 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	4-5Y.EL.1.6.2.	Understand that print carries a message <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 / STANDARD	NH.4-5Y.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Four and Five Years)
STANDARD / GLE	4-5Y.EL.2.	Emergent Writing
GRADE LEVEL EXPECTATION	4-5Y.EL.2.1.	Print and alphabet awareness
EXPECTATION	4-5Y.EL.2.1.1.	Recognize some letters in the alphabet, especially those in their own name (E.g. While putting her things away in her cubby, 4-year-old Azlyn notices other children’s names on their cubbies. She exclaims, “Hey, Autumn starts the same as me!”) <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
EXPECTATION	4-5Y.EL.2.1.2.	Begin to associate sounds with words or letters <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.4 Produces the correct sounds for 10–20 letters
EXPECTATION	4-5Y.EL.2.1.3.	Understand that specific symbols are used to communicate in writing <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

STRAND / STANDARD	NH.4-5Y.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Four and Five Years)
STANDARD / GLE	4-5Y.EL.2.	Emergent Writing
GRADE LEVEL EXPECTATION	4-5Y.EL.2.2.	Interest in and emergent writing
EXPECTATION	4-5Y.EL.2.2.1.	Understand that writing is a way of communicating <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
EXPECTATION	4-5Y.EL.2.2.2.	Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
EXPECTATION	4-5Y.EL.2.2.3.	Engage in writing using letter-like symbols to make letters or words <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
EXPECTATION	4-5Y.EL.2.2.4.	Begin to copy or write their own name <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.10 Writes partially accurate first name
STRAND / STANDARD	NH.4-5Y.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Four and Five Years)
STANDARD / GLE	4-5Y.CD-EN.1.	Number Operations
GRADE LEVEL EXPECTATION	4-5Y.CD-EN.1.1.	Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting
EXPECTATION	4-5Y.CD-EN.1.1.1.	Develop progressively more complex knowledge and skills about numbers, in the following sequence:
INDICATOR	4-5Y.CD-EN.1.1.1.a.	Identify by sight how many are in a small group of up to 3 items <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

INDICATOR	4-5Y.CD-EN.1.1.1.b.	<p>Demonstrate understanding of one-to-one 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>
INDICATOR	4-5Y.CD-EN.1.1.1.c.	<p>Recognize that the last number used in counting is the same as the total (E.g. Leila counts four cars and when the teacher asks her, “How many cars do you have?” she answers, “Four.”)</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>
INDICATOR	4-5Y.CD-EN.1.1.1.d.	<p>Count objects in two different collections (up to ten in each) to determine which is the larger one</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>
INDICATOR	4-5Y.CD-EN.1.1.1.e.	<p>Can answer the question “What comes after...” a number without having to recount (E.g. When asked, “What comes after five,” Sawyer says, “Six,” without having to count up from one.)</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>
INDICATOR	4-5Y.CD-EN.1.1.1.f.	<p>Change small collections of objects by combining or removing objects and then counting to determine how many they have (E.g. Avery counts out three blocks, then adds two more, and counts all of the blocks and says, “I have five blocks.”)</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>
STRAND / STANDARD	NH.4-5Y.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Four and Five Years)
STANDARD / GLE	4-5Y.CD-EN.1.	Number Operations
GRADE LEVEL EXPECTATION	4-5Y.CD-EN.1.1.	Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting

EXPECTATION	4-5Y.CD-EN.1.1.2.	While many children move through all of the steps of this sequence by five years old, others may still be only partially through this sequence by that age.
INDICATOR	4-5Y.CD-EN.1.1.2.a.	<p>Begin to recognize and attempt to write numerals up to 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>
STRAND / STANDARD	NH.4-5Y.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Four and Five Years)
STANDARD / GLE	4-5Y.CD-EN.2.	Geometry and Spatial Sense
GRADE LEVEL EXPECTATION	4-5Y.CD-EN.2.1.	Shapes and their attributes, position, comparing and contrasting two or more objects, and distance
EXPECTATION	4-5Y.CD-EN.2.1.1.	<p>Use words that show understanding of order and position of objects</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>
EXPECTATION	4-5Y.CD-EN.2.1.2.	<p>Identify and name common 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>
EXPECTATION	4-5Y.CD-EN.2.1.3.	<p>Describes basic features of shapes (E.g. Finnley says, “This triangle has three sides and this square has four sides.”)</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>

EXPECTATION	4-5Y.CD-EN.2.1.4.	<p>Compare the shape of two objects (E.g. Reanna draws two round shapes and says, “This one is an oval and this one is a circle.”)</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>
STRAND / STANDARD	NH.4-5Y.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Four and Five Years)
STANDARD / GLE	4-5Y.CD-EN.3.	Measurements
GRADE LEVEL EXPECTATION	4-5Y.CD-EN.3.1.	Size, volume, quantity and other measurable qualities, and the tools to measure them
EXPECTATION	4-5Y.CD-EN.3.1.1.	<p>Recognize that objects can be measured by height, length, weight, and volume (E.g. Palo makes a stack of unifix cubes next to his friend and says, “You’re 40 cubes tall.”)</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; knows the purpose of standard measuring tools</p>
EXPECTATION	4-5Y.CD-EN.3.1.2.	<p>Make comparison such as bigger or smaller between two groups of objects</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>
EXPECTATION	4-5Y.CD-EN.3.1.3.	<p>Recognize that time is measured in units (E.g. John asks how many more minutes he can stay outside.)</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.6 Uses some time measurement words and tools</p>
STRAND / STANDARD	NH.4-5Y.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Four and Five Years)
STANDARD / GLE	4-5Y.CD-EN.4.	Patterns and Relationships
GRADE LEVEL EXPECTATION	4-5Y.CD-EN.4.1.	Recognizing or creating planned or random repetitions and comparisons

EXPECTATION	4-5Y.CD-EN.4.1.1.	Order or sequence several objects based on one characteristic <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
EXPECTATION	4-5Y.CD-EN.4.1.2.	Begin creating simple patterns with familiar objects (E.g. Max places the blocks in rows of long, short, long, short, etc.) <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns
STRAND / STANDARD	NH.4-5Y.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Four and Five Years)
STANDARD / GLE	4-5Y.CD-EN.5.	Data Collection and Analysis
GRADE LEVEL EXPECTATION	4-5Y.CD-EN.5.1.	Gathering, organizing, and analyzing information, drawing conclusions to make sense of the world
EXPECTATION	4-5Y.CD-EN.5.1.1.	Sort objects and count and compare the groups formed (E.g. Carlo says, “There are 3 brown teddy bears and 4 black teddy bears.”) <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 • 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	4-5Y.CD-EN.5.1.2.	Organize and represent information visually, with adult support (E.g. The teacher helps the preschoolers create a picture graph showing the numbers of children who walked to school or rode in a car.) <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
STRAND / STANDARD	NH.4-5Y.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Four and Five Years)
STANDARD / GLE	4-5Y.CD-EN.6.	Time and Sequence
GRADE LEVEL EXPECTATION	4-5Y.CD-EN.6.1.	Concept of time as it relates to daily routines, and sequencing of events

EXPECTATION	4-5Y.CD-EN.6.1.1.	<p>Begin to differentiate between yesterday, today, and tomorrow</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.4 Relates time to daily routines and schedule</p>
STRAND / STANDARD	NH.4-5Y.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Four and Five Years)
STANDARD / GLE	4-5Y.CD-SSS.1.	Key Concepts
GRADE LEVEL EXPECTATION	4-5Y.CD-SSS.1.1.	Object permanence and representational/symbolic thought
EXPECTATION	4-5Y.CD-SSS.1.1.1.	<p>Talk about things or people that are not present</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls <p>Objective 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view</p>
EXPECTATION	4-5Y.CD-SSS.1.1.2.	<p>Use a variety of forms (drawings, block structures, movement, and other materials) to represent their ideas and feelings</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.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
STRAND / STANDARD	NH.4-5Y.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Four and Five Years)
STANDARD / GLE	4-5Y.CD-SSS.2.	Exploring the Physical World
GRADE LEVEL EXPECTATION	4-5Y.CD-SSS.2.1.	Physical science, life science, earth and space science, and environmental science
EXPECTATION	4-5Y.CD-SSS.2.1.1.	<p>Begin to identify the properties of various living things and what living things need to be able to survive</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION	4-5Y.CD-SSS.2.1.2.	<p>Begin to talk about environmental changes and phenomena (weather, seasons, sun, and moon)</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
EXPECTATION	4-5Y.CD-SSS.2.1.3.	<p>Show interest in caring for the earth and environment</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



EXPECTATION	4-5Y.CD-SSS.2.1.4.	Explore simple physical science concepts such as force, motion, and gravity (E.g. Three children in the preschool room build an elaborate structure with blocks and ramps and then run different marbles through it to see which is the fastest.) <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STRAND / STANDARD	NH.4-5Y.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Four and Five Years)
STANDARD / GLE	4-5Y.CD-SSS.3.	Exploring the Social World
GRADE LEVEL EXPECTATION	4-5Y.CD-SSS.3.1.	Social conventions (Rules and expectations, authority and governance)
EXPECTATION	4-5Y.CD-SSS.3.1.1.	Show interest in caring for the classroom environment <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION	4-5Y.CD-SSS.3.1.2.	Participate in developing classroom rules <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION	4-5Y.CD-SSS.3.1.3.	Practice culturally appropriate social conventions (E.g. Satori uses chopsticks when eating meals at home.) <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION	4-5Y.CD-SSS.3.1.4.	With guidance from adults, can engage in problem-solving to resolve difference in perspectives <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.7 Emerging to 3b.8 Resolves social problems through basic negotiation and compromise
STRAND / STANDARD	NH.4-5Y.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Four and Five Years)
STANDARD / GLE	4-5Y.CD-SSS.3.	Exploring the Social World
GRADE LEVEL EXPECTATION	4-5Y.CD-SSS.3.2.	Self, family, and community (Culture, ethical and human issues)
EXPECTATION	4-5Y.CD-SSS.3.2.1.	Know basic personal information <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self

EXPECTATION	4-5Y.CD-SSS.3.2.2.	Are aware of own family relationships and show curiosity about others' families <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
EXPECTATION	4-5Y.CD-SSS.3.2.3.	Notice similarities and differences in people, families, and social groups <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION	4-5Y.CD-SSS.3.2.4.	Recognize some people, places, and occupations in their communities <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION	4-5Y.CD-SSS.3.2.5.	Act out family roles and occupations in dramatic 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.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
EXPECTATION	4-5Y.CD-SSS.3.2.6.	Show interest in issues of friendship and fairness <u>GOLD® Objectives for Development and Learning</u> • 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 • 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 / STANDARD	NH.4-5Y.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Four and Five Years)
STANDARD / GLE	4-5Y.CD-AL.1.	Inquiry and Exploration
GRADE LEVEL EXPECTATION	4-5Y.CD-AL.1.1.	Conjecture, scientific inquiry process, curiosity, and sensory exploration
EXPECTATION	4-5Y.CD-AL.1.1.1.	Observe, wonder, and/or ask questions, make guesses, and explore hypotheses <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
EXPECTATION	4-5Y.CD-AL.1.1.2.	Use senses and tools/technology to aid in investigation <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks

STRAND / STANDARD	NH.4-5Y.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Four and Five Years)
STANDARD / GLE	4-5Y.CD-AL.1.	Inquiry and Exploration
GRADE LEVEL EXPECTATION	4-5Y.CD-AL.1.2.	Cause and effect
EXPECTATION	4-5Y.CD-AL.1.2.1.	<p>Sometimes use magical thinking, showing misunderstanding of cause and effect (E.g. Zeke puts his snow pants by the front door, believing that this will make it snow overnight.)</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>
EXPECTATION	4-5Y.CD-AL.1.2.2.	<p>Continue to experiment with cause and effect</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>
EXPECTATION	4-5Y.CD-AL.1.2.3.	<p>Engage in repeated actions to make something happen (E.g. Dannie notices that Marie buttons her own coat, so Dannie tries several methods before succeeding in buttoning her own coat.)</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>
STRAND / STANDARD	NH.4-5Y.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Four and Five Years)
STANDARD / GLE	4-5Y.CD-AL.2.	Reasoning and Problem Solving
GRADE LEVEL EXPECTATION	4-5Y.CD-AL.2.1.	Theories about the world and how things work, reflection, critical thinking, and trial and error
EXPECTATION	4-5Y.CD-AL.2.1.1.	<p>Talk about own ideas, predictions, and plans, building on prior experiences either self-initiated or guided by 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.6 Solves problems without having to try every possibility</p>

EXPECTATION	4-5Y.CD-AL.2.1.2.	<p>Can figure out more than one solution to a problem if the first one doesn't work (E.g. In trying to get a ball down from the tree, Marlow first throws a shoe to get it down and when that doesn't work, gets a rake to try to poke it down.)</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 / STANDARD	NH.4-5Y.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Four and Five Years)
STANDARD / GLE	4-5Y.CD-AL.3.	Cooperative Learning
GRADE LEVEL EXPECTATION	4-5Y.CD-AL.3.1.	Cooperative learning
EXPECTATION	4-5Y.CD-AL.3.1.1.	<p>Work with others to plan or problem solve toward a shared goal and can describe the reasons for their shared decisions (E.g. Aaron, Chuck, and Jill make a complex track for a train and discuss how sharp curves make trains derail.)</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.6 Changes plans if a better idea is thought of or proposed</p>
STRAND / STANDARD	NH.4-5Y.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Four and Five Years)
STANDARD / GLE	4-5Y.CD-AL.4.	Play
GRADE LEVEL EXPECTATION	4-5Y.CD-AL.4.1.	Imitation, risk taking, experimentation, spontaneous learning, and play with others
EXPECTATION	4-5Y.CD-AL.4.1.1.	<p>Co-create elaborate pretend play with other children, including scenarios with multiple roles, ideas, and co-negotiated rules</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	4-5Y.CD-AL.4.1.2.	<p>Engage in pretend play with others to explore and understand life experience and 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	4-5Y.CD-AL.4.1.3.	Create sophisticated structures alone and with others, using various constructive materials, sometimes used in pretend play <u>GOLD® Objectives for Development and Learning</u> • 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
STRAND / STANDARD	NH.4-5Y.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Four and Five Years)
STANDARD / GLE	4-5Y.CD-AL.4.	Play
GRADE LEVEL EXPECTATION	4-5Y.CD-AL.4.2.	Sense of delight and humor
EXPECTATION	4-5Y.CD-AL.4.2.1.	Show delight in all aspects of play from planning to describing the experience <u>GOLD® Objectives for Development and Learning</u> • 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	4-5Y.CD-AL.4.2.2.	May play with language including “bathroom” words No Correlations
EXPECTATION	4-5Y.CD-AL.4.2.3.	Begin to understand simple jokes No Correlations
EXPECTATION	4-5Y.CD-AL.4.2.4.	May share physical humor with one another No Correlations
STRAND / STANDARD	NH.4-5Y.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Four and Five Years)
STANDARD / GLE	4-5Y.CD-AL.4.	Play
GRADE LEVEL EXPECTATION	4-5Y.CD-AL.4.3.	Creativity, imagination, and inventiveness
EXPECTATION	4-5Y.CD-AL.4.3.1.	Tell elaborate stories of their own invention or add details to stories <u>GOLD® Objectives for Development and Learning</u> • 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	4-5Y.CD-AL.4.3.2.	Create games that continue to evolve as they plan <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
EXPECTATION	4-5Y.CD-AL.4.3.3.	Pretend to be characters from stories, books, television shows, movies, or their own invention <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 / STANDARD	NH.4-5Y.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Four and Five Years)
STANDARD / GLE	4-5Y.CD-AL.5.	Executive Function
GRADE LEVEL EXPECTATION	4-5Y.CD-AL.5.1.	Adaptability of thought processes, planning, and intentionality
EXPECTATION	4-5Y.CD-AL.5.1.1.	Begin to show ability to adapt their plans when they can't follow through with their original idea <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
EXPECTATION	4-5Y.CD-AL.5.1.2.	Can adapt their plan to include other children with adult guidance <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
EXPECTATION	4-5Y.CD-AL.5.1.3.	Can engage in increasingly complex planning (E.g. The 4-year-olds create very complex rules for the game they are playing on the playground.) <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

EXPECTATION	4-5Y.CD-AL.5.1.4.	May ask for help on own or with teacher prompting or seek more information when needed <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
STRAND / STANDARD	NH.4-5Y.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Four and Five Years)
STANDARD / GLE	4-5Y.CD-AL.5.	Executive Function
GRADE LEVEL EXPECTATION	4-5Y.CD-AL.5.2.	Working memory and focus and attention
EXPECTATION	4-5Y.CD-AL.5.2.1.	Pay attention to and remember details <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.8 Uses a few deliberate strategies to remember information
EXPECTATION	4-5Y.CD-AL.5.2.2.	Keep track of more than one thing at a time <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.8 Uses a few deliberate strategies to remember information
EXPECTATION	4-5Y.CD-AL.5.2.3.	Stay focused for longer periods of time on activities that interest them and return to those activities <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
STRAND / STANDARD	NH.4-5Y.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Four and Five Years)
STANDARD / GLE	4-5Y.CD-AL.5.	Executive Function
GRADE LEVEL EXPECTATION	4-5Y.CD-AL.5.3.	Motivation, initiative, and persistence
EXPECTATION	4-5Y.CD-AL.5.3.1.	Demonstrate a desire to please adults and may seek adult attention (E.g. 4-year-old Zara yells “Watch me! Watch me!” as she walks across the balance beam.) <u>GOLD® Objectives for Development and Learning</u> • 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

EXPECTATION	4-5Y.CD-AL.5.3.2.	Take the initiative carrying out their own plans and persist until the goal is achieved <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.8 Plans and pursues own goal until it is reached
EXPECTATION	4-5Y.CD-AL.5.3.3.	May get frustrated if they cannot carry out their goals to the level of mastery they desire <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.8 Controls strong emotions in an appropriate manner most of the time
STRAND / STANDARD	NH.4-5Y.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Four and Five Years)
STANDARD / GLE	4-5Y.CD-AL.6.	Symbolic Representation
GRADE LEVEL EXPECTATION	4-5Y.CD-AL.6.1.	Representational Process
EXPECTATION	4-5Y.CD-AL.6.1.1.	Use objects to represent other objects in their pretend play (E.g. Hadley and Kayla build an elaborate castle using couch cushions and blankets.) <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	4-5Y.CD-AL.6.1.2.	Understand that symbols on pictographs and bar graphs indicate quantity (E.g. Chethan puts a sticker on the class graph to show that he has a cat at home and remarks, “More children have a dog at home than a cat.”) <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
STRAND / STANDARD	NH.4-5Y.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Four and Five Years)
STANDARD / GLE	4-5Y.PDH.1.	Body Awareness and Control
GRADE LEVEL EXPECTATION	4-5Y.PDH.1.1.	Spatial awareness, development of the senses, orientation to stimuli, sensory integration, physical fitness, knowledge for participation in physical education

EXPECTATION	4-5Y.PDH.1.1.1.	<p>Participate in a variety of physical activities to enhance personal health and physical fitness</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.8 Coordinates increasingly complex movements in play and games</p>
EXPECTATION	4-5Y.PDH.1.1.2.	<p>Continue to develop their ability to move their body in space and control their bodily movements (E.g. Tanya maneuvers her wheelchair up a ramp and around a corner to join her friends.)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.8 Coordinates increasingly complex movements in play and games</p>
EXPECTATION	4-5Y.PDH.1.1.3.	<p>Increasingly use eye-hand coordination to perform a variety of tasks</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.8 Manipulates balls or similar objects with a full range of motion</p>
STRAND / STANDARD	NH.4-5Y.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Four and Five Years)
STANDARD / GLE	4-5Y.PDH.2.	Large Muscle Development and Coordination
GRADE LEVEL EXPECTATION	4-5Y.PDH.2.1.	Gross motor skills
EXPECTATION	4-5Y.PDH.2.1.1.	<p>Continue to develop large muscle control and coordination to play more complex games and/or perform more controlled actions (E.g. Juanita, 5 years old, tosses a stone on the hopscotch game, hops on one foot through two squares and then jumps on two feet to complete the game.)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.8 Coordinates increasingly complex movements in play and games</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.8 Sustains balance during complex movement experiences</p>
EXPECTATION	4-5Y.PDH.2.1.2.	<p>Increase their strength, balance, flexibility, and stamina</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.8 Coordinates increasingly complex movements in play and games</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.8 Sustains balance during complex movement experiences</p>

EXPECTATION	4-5Y.PDH.2.1.3.	<p>Use a variety of materials and equipment in gross motor activities</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.8 Coordinates increasingly complex movements in play and games</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.8 Sustains balance during complex movement experiences</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.8 Manipulates balls or similar objects with a full range of motion</p>
STRAND / STANDARD	NH.4-5Y.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Four and Five Years)
STANDARD / GLE	4-5Y.PDH.3.	Small Muscle Development and Coordination
GRADE LEVEL EXPECTATION	4-5Y.PDH.3.1.	Fine motor skills
EXPECTATION	4-5Y.PDH.3.1.1.	<p>Continue to develop small muscle control and coordination (E.g. 4-year-old Emily uses her index finger and her thumb to form the clay into animal like shapes.)</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.8 Uses small, precise finger and hand movements</p>
EXPECTATION	4-5Y.PDH.3.1.2.	<p>Demonstrate greater dexterity with a variety of tools such as eating utensils, crayons, keyboards, paint brushes, and scissors</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.8 Uses small, precise finger and hand movements</p>
STRAND / STANDARD	NH.4-5Y.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Four and Five Years)
STANDARD / GLE	4-5Y.PDH.4.	Nutrition
GRADE LEVEL EXPECTATION	4-5Y.PDH.4.1.	Nutrition
EXPECTATION	4-5Y.PDH.4.1.1.	<p>Recognize and eat a variety of nutritious foods</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>

EXPECTATION	4-5Y.PDH.4.1.2.	When asked, are able to name nutritious alternatives <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 / STANDARD	NH.4-5Y.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Four and Five Years)
STANDARD / GLE	4-5Y.PDH.5.	Basic Safety
GRADE LEVEL EXPECTATION	4-5Y.PDH.5.1.	Basic safety
EXPECTATION	4-5Y.PDH.5.1.1.	Follow basic health and safety rules with some reminders and/or guidance from adults (E.g. 5-year-old Miles stops at the curb while on a walk with his mother. He looks both ways, holds his mom’s hand, and then crosses the street at the crosswalk.) <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
STRAND / STANDARD	NH.4-5Y.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Four and Five Years)
STANDARD / GLE	4-5Y.PDH.6.	Self-care
GRADE LEVEL EXPECTATION	4-5Y.PDH.6.1.	Self-care
EXPECTATION	4-5Y.PDH.6.1.1.	Demonstrate increasing independence with basic health care skills, if culturally appropriate (E.g. 4-year-old Saygan blows his nose using a tissue and then goes to the sink to wash his hands with soap and 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.8 Takes responsibility for own well-being
STRAND / STANDARD	NH.4-5Y.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Four and Five Years)
STANDARD / GLE	4-5Y.CE.1.	Exploration and Creation of Artistic Works
GRADE LEVEL EXPECTATION	4-5Y.CE.1.1.	Invention and imagination

EXPECTATION	4-5Y.CE.1.1.1.	<p>Act out elaborate pretend play scenarios with objects, create representational and abstract art, and play with musical instruments individually and with peers</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression • Objective 36 Explores drama through actions and language
STRAND / STANDARD	NH.4-5Y.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Four and Five Years)
STANDARD / GLE	4-5Y.CE.1.	Exploration and Creation of Artistic Works
GRADE LEVEL EXPECTATION	4-5Y.CE.1.2.	Curiosity and interest
EXPECTATION	4-5Y.CE.1.2.1.	<p>Show interest in learning new skills related to art, music, dance, and drama (E.g. Doug asks his teacher to show him how to play more chords on the guitar.)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts • Objective 36 Explores drama through actions and language
EXPECTATION	4-5Y.CE.1.2.2.	<p>Participate in experiences in art, music, creative movement, drama, and dance</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts • Objective 36 Explores drama through actions and language
STRAND / STANDARD	NH.4-5Y.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Four and Five Years)
STANDARD / GLE	4-5Y.CE.1.	Exploration and Creation of Artistic Works
GRADE LEVEL EXPECTATION	4-5Y.CE.1.3.	Confidence
EXPECTATION	4-5Y.CE.1.3.1.	<p>Display or perform for others and/or talk about what they have made or done</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts • Objective 36 Explores drama through actions and language

EXPECTATION	4-5Y.CE.1.3.2.	<p>Show an interest in participating in group performances, but may become anxious and choose not to participate</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts • Objective 36 Explores drama through actions and language
STRAND / STANDARD	NH.4-5Y.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Four and Five Years)
STANDARD / GLE	4-5Y.CE.2.	Appreciation of and Response to the Creations of Others and the Natural World
GRADE LEVEL EXPECTATION	4-5Y.CE.2.1.	Awareness and attention
EXPECTATION	4-5Y.CE.2.1.1.	<p>Discuss and evaluate the music, art, drama, dance, and natural phenomena they have witnessed</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts • Objective 36 Explores drama through actions and language
STRAND / STANDARD	NH.4-5Y.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Four and Five Years)
STANDARD / GLE	4-5Y.CE.2.	Appreciation of and Response to the Creations of Others and the Natural World
GRADE LEVEL EXPECTATION	4-5Y.CE.2.2.	Sense of joy and wonder
EXPECTATION	4-5Y.CE.2.2.1.	<p>Show interest and respect for the creative work of self and others, and share experiences and ideas about art and creative expression</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts • Objective 36 Explores drama through actions and language

New Hampshire Early Learning Standards

Ages birth to 18 months, adopted 2016

STRAND / STANDARD	NH.B.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Birth to Nine Months)
STANDARD / GLE	B.SED.1.	Self-Concept and Social Identity
GRADE LEVEL EXPECTATION	B.SED.1.1.	Self-esteem
EXPECTATION	B.SED.1.1.1.	<p>Smile or are comforted when a trusted caregiver speaks kindly to them</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 / STANDARD	NH.B.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Birth to Nine Months)
STANDARD / GLE	B.SED.1.	Self-Concept and Social Identity
GRADE LEVEL EXPECTATION	B.SED.1.2.	Self-confidence
EXPECTATION	B.SED.1.2.1.	<p>Smile and laugh when imitating an adult (E.g. 8-month-old Ashton smiles when he imitates his teacher clapping.)</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 / STANDARD	NH.B.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Birth to Nine Months)
STANDARD / GLE	B.SED.1.	Self-Concept and Social Identity
GRADE LEVEL EXPECTATION	B.SED.1.3.	Social identity
EXPECTATION	B.SED.1.3.1.	<p>By 9 months, recognize that they are separate and distinct from primary caregivers (E.g. 8-month-old Taniesha cries whenever her mother leaves the room.)</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 / STANDARD	NH.B.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Birth to Nine Months)
STANDARD / GLE	B.SED.2.	Attachment
GRADE LEVEL EXPECTATION	B.SED.2.1.	Relationships with primary caregivers



EXPECTATION	B.SED.2.1.1.	Demonstrate interest in familiar adults and develop strong attachment 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 / STANDARD	NH.B.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Birth to Nine Months)
STANDARD / GLE	B.SED.2.	Attachment
GRADE LEVEL EXPECTATION	B.SED.2.2.	Relationships with less familiar adults
EXPECTATION	B.SED.2.2.1.	Are able, over time, to differentiate 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.2 Demonstrates a secure attachment to one or more adults
STRAND / STANDARD	NH.B.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Birth to Nine Months)
STANDARD / GLE	B.SED.3.	Social Competence
GRADE LEVEL EXPECTATION	B.SED.3.1.	Relationships and social skills with peers
EXPECTATION	B.SED.3.1.1.	Demonstrate increasing awareness of other children (E.g. while lying on a blanket close to her, Carlos reaches for Becca's arm.) <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 / STANDARD	NH.B.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Birth to Nine Months)
STANDARD / GLE	B.SED.3.	Social Competence
GRADE LEVEL EXPECTATION	B.SED.3.2.	Recognition of others' feelings
EXPECTATION	B.SED.3.2.1.	May cry when another baby 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 / STANDARD	NH.B.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Birth to Nine Months)



STANDARD / GLE	B.SED.3.	Social Competence
GRADE LEVEL EXPECTATION	B.SED.3.3.	Behavioral regulation
EXPECTATION	B.SED.3.3.1.	<p>Calm themselves (E.g. 9-month-old Vinod babbles in his crib until his father comes to get him up from his nap.)</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 / STANDARD	NH.B.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Birth to Nine Months)
STANDARD / GLE	B.SED.4.	Emotional Competence
GRADE LEVEL EXPECTATION	B.SED.4.1.	Emotional expression
EXPECTATION	B.SED.4.1.1.	<p>Express enjoyment and unhappiness in their environment</p> <p><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</p>
STRAND / STANDARD	NH.B.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Birth to Nine Months)
STANDARD / GLE	B.SED.4.	Emotional Competence
GRADE LEVEL EXPECTATION	B.SED.4.2.	Emotional Regulation
EXPECTATION	B.SED.4.2.1.	<p>By 9 months, stop crying when their needs are met or they expect their needs to be met</p> <p><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</p>
STRAND / STANDARD	NH.B.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Birth to Nine Months)
STANDARD / GLE	B.LD.1.	Listening Comprehension
GRADE LEVEL EXPECTATION	B.LD.1.1.	Receptive verbal communication
EXPECTATION	B.LD.1.1.1.	<p>Show interest in the speech of others and prefer familiar voices</p> <p><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</p>
STRAND / STANDARD	NH.B.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Birth to Nine Months)
STANDARD / GLE	B.LD.2.	Non-verbal Communication
GRADE LEVEL EXPECTATION	B.LD.2.1.	Non-verbal communication



EXPECTATION	B.LD.2.1.1.	Use various sounds and movements to communicate <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 / STANDARD	NH.B.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Birth to Nine Months)
STANDARD / GLE	B.LD.3.	Communication Concepts
GRADE LEVEL EXPECTATION	B.LD.3.1.	Pragmatics and social language
EXPECTATION	B.LD.3.1.1.	Use sounds to get adult attention and to engage 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 / STANDARD	NH.B.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Birth to Nine Months)
STANDARD / GLE	B.LD.4.	Verbal Expression
GRADE LEVEL EXPECTATION	B.LD.4.1.	Vocabulary development
EXPECTATION	B.LD.4.1.1.	At this age children are not communicating with words No Correlations
STRAND / STANDARD	NH.B.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Birth to Nine Months)
STANDARD / GLE	B.LD.4.	Verbal Expression
GRADE LEVEL EXPECTATION	B.LD.4.2.	Expressive language or speaking
EXPECTATION	B.LD.4.2.1.	Begin vocalizing using a variety of sounds (E.g. Stan uses different types of cries to communicate different 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 / STANDARD	NH.B.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Birth to Nine Months)
STANDARD / GLE	B.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	B.EL.1.1.	Participation in language and literacy activities

EXPECTATION	B.EL.1.1.1.	Focus on picture books while an adult is reading to them (E.g. 6-month-old Alisha sits on her mother's lap and looks and pats her hand on the book that her mother is reading.) <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 / STANDARD	NH.B.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Birth to Nine Months)
STANDARD / GLE	B.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	B.EL.1.2.	Narrative and story sense
EXPECTATION	B.EL.1.2.1.	Look at the face of an adult describing the sequence of what will happen next. (E.g. 5-month-old Nate stares intently at his father's face when he describes how he will change Nate's diaper.) <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 / STANDARD	NH.B.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Birth to Nine Months)
STANDARD / GLE	B.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	B.EL.1.3.	Comprehension and interpretation
EXPECTATION	B.EL.1.3.1.	Enjoy hearing a book being read and looking at the pictures, but do not understand the sequence of the story <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 / STANDARD	NH.B.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Birth to Nine Months)
STANDARD / GLE	B.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	B.EL.1.4.	Interest in and appreciation of reading

EXPECTATION	B.EL.1.4.1.	<p>Show enjoyment at being read to through vocalizing, eye contact, and movement (E.g. 8-month-old Sophia squeals in delight when her mother reads Ten Little Fingers and Ten Little Toes.)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>
STRAND / STANDARD	NH.B.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Birth to Nine Months)
STANDARD / GLE	B.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	B.EL.1.5.	Phonological awareness (which refers to understanding the sound structure of language such as sounds, rhymes, syllables and words)
EXPECTATION	B.EL.1.5.1.	<p>Respond to sounds and words heard often</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 / STANDARD	NH.B.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Birth to Nine Months)
STANDARD / GLE	B.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	B.EL.1.6.	Book awareness
EXPECTATION	B.EL.1.6.1.	<p>Treat books as any other object by exploring with hands and mouth (E.g. 5-month-old Colby grabs a board book and puts it to his mouth to chew on it.)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>
STRAND / STANDARD	NH.B.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Birth to Nine Months)
STANDARD / GLE	B.EL.2.	Emergent Writing
GRADE LEVEL EXPECTATION	B.EL.2.1.	Print and alphabet awareness
EXPECTATION	B.EL.2.1.1.	<p>Note: Children at this age are not aware of print as being distinct from anything else in their environment</p> <p>No Correlations</p>
STRAND / STANDARD	NH.B.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Birth to Nine Months)



STANDARD / GLE	B.EL.2.	Emergent Writing
GRADE LEVEL EXPECTATION	B.EL.2.2.	Interest in and emergent writing
EXPECTATION	B.EL.2.2.1.	Note: Children at this age are not aware of writing No Correlations
STRAND / STANDARD	NH.B.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Birth to Nine Months)
STANDARD / GLE	B.CD-EN.1.	Number Operations
GRADE LEVEL EXPECTATION	B.CD-EN.1.1.	Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting
EXPECTATION	B.CD-EN.1.1.1.	Develop an awareness of one or more than one (E.g. 7-month-old Gary holds one toy in one hand, another toy in the other hand.) <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.1 Emerging to 20b.2 Demonstrates understanding of the concepts of one, two, and more
STRAND / STANDARD	NH.B.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Birth to Nine Months)
STANDARD / GLE	B.CD-EN.2.	Geometry and Spatial Sense
GRADE LEVEL EXPECTATION	B.CD-EN.2.1.	Shapes and their attributes, position, comparing and contrasting two or more objects, and distance
EXPECTATION	B.CD-EN.2.1.1.	Develop an understanding of where things are in their environment <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.1 Emerging to 21a.2 Follows simple directions related to position (in, on, under, up, down)
STRAND / STANDARD	NH.B.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Birth to Nine Months)
STANDARD / GLE	B.CD-EN.3.	Measurements
GRADE LEVEL EXPECTATION	B.CD-EN.3.1.	Size, volume, quantity and other measurable qualities, and the tools to measure them
EXPECTATION	B.CD-EN.3.1.1.	Explore and begin to notice differences in temperature of objects in their environment <u>Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.1 Emerging to 22a.2 Makes simple comparisons between two objects
STRAND / STANDARD	NH.B.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Birth to Nine Months)

STANDARD / GLE	B.CD-EN.4.	Patterns and Relationships
GRADE LEVEL EXPECTATION	B.CD-EN.4.1.	Recognizing or creating planned or random repetitions and comparisons
EXPECTATION	B.CD-EN.4.1.1.	Engage in sustained gazing at objects or people, or track movement with their 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
STRAND / STANDARD	NH.B.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Birth to Nine Months)
STANDARD / GLE	B.CD-EN.5.	Data Collection and Analysis
GRADE LEVEL EXPECTATION	B.CD-EN.5.1.	Gathering, organizing, and analyzing information, and drawing conclusions to make sense of the world
EXPECTATION	B.CD-EN.5.1.1.	Focus attention to people or objects in their environment for a period of time <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 / STANDARD	NH.B.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Birth to Nine Months)
STANDARD / GLE	B.CD-EN.6.	Time and Sequence
GRADE LEVEL EXPECTATION	B.CD-EN.6.1.	Concept of time as it relates to daily routines, and sequencing of events
EXPECTATION	B.CD-EN.6.1.1.	Associate a specific occurrence with meeting their needs (E.g. Emma hears footsteps and lifts her arms anticipating that mommy is coming to pick her up.) <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 / STANDARD	NH.B.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Birth to Nine Months)
STANDARD / GLE	B.CD-SSS.1.	Key Concepts
GRADE LEVEL EXPECTATION	B.CD-SSS.1.1.	Object permanence
EXPECTATION	B.CD-SSS.1.1.1.	Track moving objects and begin to understand that people and objects no longer in sight still exist <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 / STANDARD	NH.B.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Birth to Nine Months)
STANDARD / GLE	B.CD-SSS.2.	Exploring the Physical World
GRADE LEVEL EXPECTATION	B.CD-SSS.2.1.	Physical world
EXPECTATION	B.CD-SSS.2.1.1.	Explore objects in various ways using their senses <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 / STANDARD	NH.B.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Birth to Nine Months)
STANDARD / GLE	B.CD-SSS.3.	Exploring the Social World
GRADE LEVEL EXPECTATION	B.CD-SSS.3.1.	Social conventions
EXPECTATION	B.CD-SSS.3.1.1.	Recognize cultural and social labels for people and relationships in their family <u>No Correlations</u>
STRAND / STANDARD	NH.B.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Birth to Nine Months)
STANDARD / GLE	B.CD-SSS.3.	Exploring the Social World
GRADE LEVEL EXPECTATION	B.CD-SSS.3.2.	Self, family, and community
EXPECTATION	B.CD-SSS.3.2.1.	Recognize primary caregivers <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 / STANDARD	NH.B.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Birth to Nine Months)
STANDARD / GLE	B.CD-AL.1.	Inquiry and Exploration
GRADE LEVEL EXPECTATION	B.CD-AL.1.1.	Curiosity and sensory exploration
EXPECTATION	B.CD-AL.1.1.1.	Show awareness of occurrences in their surroundings and use their senses to explore people and objects <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 / STANDARD	NH.B.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Birth to Nine Months)

STANDARD / GLE	B.CD-AL.1.	Inquiry and Exploration
GRADE LEVEL EXPECTATION	B.CD-AL.1.2.	Cause and effect
EXPECTATION	B.CD-AL.1.2.1.	<p>Understand that their actions can have an effect on people and objects in their environment and repeat actions to duplicate effects (E.g. Colleen gently bounces 6-month-old Rory on her lap. When she stops, Rory moves his body up and down until Colleen resumes the bouncing.)</p> <p><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</p>
STRAND / STANDARD	NH.B.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Birth to Nine Months)
STANDARD / GLE	B.CD-AL.2.	Reasoning and Problem Solving
GRADE LEVEL EXPECTATION	B.CD-AL.2.1.	Theories about the world and how things work (Reflection, critical thinking, and trial and error)
EXPECTATION	B.CD-AL.2.1.1.	<p>Seek to make sense of what happens in their environment</p> <p><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</p>
STRAND / STANDARD	NH.B.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Birth to Nine Months)
STANDARD / GLE	B.CD-AL.3.	Play
GRADE LEVEL EXPECTATION	B.CD-AL.3.1.	Imitation, risk taking, and experimentation
EXPECTATION	B.CD-AL.3.1.1.	<p>Engage in turn taking interactions with adults and explore a variety of materials including their own bodies, people, and objects</p> <p><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</p>
STRAND / STANDARD	NH.B.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Birth to Nine Months)
STANDARD / GLE	B.CD-AL.3.	Play
GRADE LEVEL EXPECTATION	B.CD-AL.3.2.	Creativity, imagination, and inventiveness
EXPECTATION	B.CD-AL.3.2.1.	<p>Infants this young do not demonstrate creativity, imagination, and inventiveness</p> <p>No Correlations</p>
STRAND / STANDARD	NH.B.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Birth to Nine Months)

STANDARD / GLE	B.CD-AL.3.	Play
GRADE LEVEL EXPECTATION	B.CD-AL.3.3.	Sense of delight and humor
EXPECTATION	B.CD-AL.3.3.1.	<p>Show pleasure in simple sensory games (E.g. AJ's mother tugs at the blanket in his hands and he tugs it back toward himself. They do this several times as AJ laughs.)</p> <p><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</p>
STRAND / STANDARD	NH.B.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Birth to Nine Months)
STANDARD / GLE	B.CD-AL.4.	Executive Function
GRADE LEVEL EXPECTATION	B.CD-AL.4.1.	Adaptability of thought processes, planning, and intentionality
EXPECTATION	B.CD-AL.4.1.1.	<p>Can act intentionally to achieve a goal. (E.g. 8-month-old Oscar rolls across the floor to reach a toy.)</p> <p><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</p>
STRAND / STANDARD	NH.B.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Birth to Nine Months)
STANDARD / GLE	B.CD-AL.4.	Executive Function
GRADE LEVEL EXPECTATION	B.CD-AL.4.2.	Working memory and focus and attention
EXPECTATION	B.CD-AL.4.2.1.	<p>Begin to maintain focus despite distractions during brief delays</p> <p><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</p>
STRAND / STANDARD	NH.B.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Birth to Nine Months)
STANDARD / GLE	B.CD-AL.4.	Executive Function
GRADE LEVEL EXPECTATION	B.CD-AL.4.3.	Motivation, initiative, and persistence
EXPECTATION	B.CD-AL.4.3.1.	<p>Persist in pursuing objects of interest (E.g. 9-month-old Jasper crawls after his family's cat.)</p> <p><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</p>
STRAND / STANDARD	NH.B.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Birth to Nine Months)

STANDARD / GLE	B.CD-AL.5.	Symbolic Representation
GRADE LEVEL EXPECTATION	B.CD-AL.5.1.	Representational Process
EXPECTATION	B.CD-AL.5.1.1.	<p>Calm in the presence of their primary caregiver (E.g. Gigi clings to her teacher when a stranger enters the classroom.)</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 / STANDARD	NH.B.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Birth to Nine Months)
STANDARD / GLE	B.PDH.1.	Body awareness and control
GRADE LEVEL EXPECTATION	B.PDH.1.1.	Spatial awareness
EXPECTATION	B.PDH.1.1.1.	<p>Use many repetitions to move various body parts and gain increasing control over movements</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.2 Balances while exploring immediate environment</p>
STRAND / STANDARD	NH.B.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Birth to Nine Months)
STANDARD / GLE	B.PDH.1.	Body awareness and control
GRADE LEVEL EXPECTATION	B.PDH.1.2.	Development of the senses, orientation to stimuli, and sensory integration
EXPECTATION	B.PDH.1.2.1.	<p>Show awareness of and respond to sensory stimuli</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 / STANDARD	NH.B.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Birth to Nine Months)
STANDARD / GLE	B.PDH.1.	Body awareness and control
GRADE LEVEL EXPECTATION	B.PDH.1.3.	Physical State Regulation

EXPECTATION	B.PDH.1.3.1.	Begin to develop predictable patterns for sleeping, eating, and eliminating <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 / STANDARD	NH.B.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Birth to Nine Months)
STANDARD / GLE	B.PDH.2.	Large muscle development and coordination
GRADE LEVEL EXPECTATION	B.PDH.2.1.	Gross motor skills
EXPECTATION	B.PDH.2.1.1.	Develop head and trunk stability and ability to change positions <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
STRAND / STANDARD	NH.B.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Birth to Nine Months)
STANDARD / GLE	B.PDH.3.	Small muscle development and coordination
GRADE LEVEL EXPECTATION	B.PDH.3.1.	Fine motor skills
EXPECTATION	B.PDH.3.1.1.	Move from awareness of hands to ability to reach and grasp objects of varying sizes <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 / STANDARD	NH.B.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Birth to Nine Months)
STANDARD / GLE	B.PDH.4.	Nutrition
GRADE LEVEL EXPECTATION	B.PDH.4.1.	Nutrition
EXPECTATION	B.PDH.4.1.1.	Suck and swallow liquids and associate breast or bottle with being fed No Correlations
STRAND / STANDARD	NH.B.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Birth to Nine Months)
STANDARD / GLE	B.PDH.5.	Basic safety
GRADE LEVEL EXPECTATION	B.PDH.5.1.	Basic safety

EXPECTATION	B.PDH.5.1.1.	Cry to indicate stress and to seek help <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 / STANDARD	NH.B.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Birth to Nine Months)
STANDARD / GLE	B.PDH.6.	Self-care
GRADE LEVEL EXPECTATION	B.PDH.6.1.	Self-care
EXPECTATION	B.PDH.6.1.1.	Note: Infants at this age rely on adults to care for them (E.g. Joey washes 8- month-old Dana’s hands after a diaper change.) <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 / STANDARD	NH.B.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Birth to Nine Months)
STANDARD / GLE	B.CE.1.	Exploration and creation of artistic works
GRADE LEVEL EXPECTATION	B.CE.1.1.	Invention and imagination
EXPECTATION	B.CE.1.1.1.	Produce sounds through own vocalizations or play with objects in the indoor and outdoor environment <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 / STANDARD	NH.B.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Birth to Nine Months)
STANDARD / GLE	B.CE.1.	Exploration and creation of artistic works
GRADE LEVEL EXPECTATION	B.CE.1.2.	Curiosity and interest
EXPECTATION	B.CE.1.2.1.	Experiment and repeat a variety of vocalizations and body movements (E.g. Logan, 4 months old, begins to mimic his mother’s facial expressions.) <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 / STANDARD	NH.B.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Birth to Nine Months)

STANDARD / GLE	B.CE.1.	Exploration and creation of artistic works
GRADE LEVEL EXPECTATION	B.CE.1.3.	Confidence
EXPECTATION	B.CE.1.3.1.	<p>Gain control over their ability to produce sounds and movement and show delight in positive reactions from others</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.2 Babbles strings of single consonant sounds and combines sounds</p>
STRAND / STANDARD	NH.B.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Birth to Nine Months)
STANDARD / GLE	B.CE.2.	Appreciation of and response to the creations of others and the natural world
GRADE LEVEL EXPECTATION	B.CE.2.1.	Awareness and attention
EXPECTATION	B.CE.2.1.1.	<p>Focus on sounds, patterns, and movements in the indoor and outdoor environment (E.g. Colin, 8 months old, giggles when he feels the breeze on his face.)</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 / STANDARD	NH.B.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Birth to Nine Months)
STANDARD / GLE	B.CE.2.	Appreciation of and response to the creations of others and the natural world
GRADE LEVEL EXPECTATION	B.CE.2.2.	Sense of joy and wonder
EXPECTATION	B.CE.2.2.1.	<p>Enjoy and respond to sights, sounds, textures, tastes, and smells</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 / STANDARD	NH.9M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Nine to Eighteen Months)
STANDARD / GLE	9M.SED.1.	Self-Concept and Social Identity
GRADE LEVEL EXPECTATION	9M.SED.1.1.	Self-esteem
EXPECTATION	9M.SED.1.1.1.	<p>Show likes and dislikes in ways that are consistent with the family’s cultural expectations (E.g. Brady vocalizes pleasure while playing, but cries while having a diaper changed.)</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 / STANDARD	NH.9M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Nine to Eighteen Months)
STANDARD / GLE	9M.SED.1.	Self-Concept and Social Identity
GRADE LEVEL EXPECTATION	9M.SED.1.2.	Self-confidence
EXPECTATION	9M.SED.1.2.1.	Take actions in the expectation of getting a response from an adult (E.g. 11-month-old Carolyn lifts her arms up knowing that her caregiver will pick her up.) <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 / STANDARD	NH.9M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Nine to Eighteen Months)
STANDARD / GLE	9M.SED.1.	Self-Concept and Social Identity
GRADE LEVEL EXPECTATION	9M.SED.1.3.	Social identity
EXPECTATION	9M.SED.1.3.1.	Show preference for their family members and 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 / STANDARD	NH.9M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Nine to Eighteen Months)
STANDARD / GLE	9M.SED.2.	Attachment
GRADE LEVEL EXPECTATION	9M.SED.2.1.	Relationships with primary caregivers
EXPECTATION	9M.SED.2.1.1.	Rely on trusted adults to feel secure trying new activities <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 / STANDARD	NH.9M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Nine to Eighteen Months)
STANDARD / GLE	9M.SED.2.	Attachment
GRADE LEVEL EXPECTATION	9M.SED.2.2.	Relationships with less familiar adults

EXPECTATION	9M.SED.2.2.1.	Show strong preference for familiar adults and may demonstrate fear or rejection responses to 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 / STANDARD	NH.9M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Nine to Eighteen Months)
STANDARD / GLE	9M.SED.3.	Social Competence
GRADE LEVEL EXPECTATION	9M.SED.3.1.	Relationships and social skills with peers
EXPECTATION	9M.SED.3.1.1.	Show interest in other 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 / STANDARD	NH.9M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Nine to Eighteen Months)
STANDARD / GLE	9M.SED.3.	Social Competence
GRADE LEVEL EXPECTATION	9M.SED.3.2.	Recognition of others' feelings
EXPECTATION	9M.SED.3.2.1.	Show awareness in other people'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 / STANDARD	NH.9M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Nine to Eighteen Months)
STANDARD / GLE	9M.SED.3.	Social Competence
GRADE LEVEL EXPECTATION	9M.SED.3.3.	Behavioral regulation
EXPECTATION	9M.SED.3.3.1.	Need adult support to regulate physical expressions of emotions (E.g. Mari GOLD® pulls another baby's hair until the teacher takes her hand and shows her how to pat the baby gently.) <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 / STANDARD	NH.9M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Nine to Eighteen Months)

STANDARD / GLE	9M.SED.4.	Emotional Competence
GRADE LEVEL EXPECTATION	9M.SED.4.1.	Emotional expression
EXPECTATION	9M.SED.4.1.1.	<p>Begin to express a variety of feelings through vocalizations, facial expressions, and body movements</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.2 Expresses feelings during a conflict</p>
STRAND / STANDARD	NH.9M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Nine to Eighteen Months)
STANDARD / GLE	9M.SED.4.	Emotional Competence
GRADE LEVEL EXPECTATION	9M.SED.4.2.	Emotional Regulation
EXPECTATION	9M.SED.4.2.1.	<p>Follow their caregiver to keep him/her in sight</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.4 Uses trusted adult as a secure base from which to explore the world</p>
STRAND / STANDARD	NH.9M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Nine to Eighteen Months)
STANDARD / GLE	9M.LD.1.	Listening Comprehension
GRADE LEVEL EXPECTATION	9M.LD.1.1.	Receptive verbal communication
EXPECTATION	9M.LD.1.1.1.	<p>Demonstrate their understanding of others' speech through their actions, such as responding physically to simple requests (E.g. Joshua, 15 months, smiles when his father says, "Smile at Daddy.")</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <p>Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</p>
STRAND / STANDARD	NH.9M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Nine to Eighteen Months)
STANDARD / GLE	9M.LD.2.	Non-verbal Communication
GRADE LEVEL EXPECTATION	9M.LD.2.1.	Non-verbal communication

EXPECTATION	9M.LD.2.1.1.	Communicate using consistent sounds, gestures, and 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 / STANDARD	NH.9M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Nine to Eighteen Months)
STANDARD / GLE	9M.LD.3.	Communication Concepts
GRADE LEVEL EXPECTATION	9M.LD.3.1.	Pragmatics and social language
EXPECTATION	9M.LD.3.1.1.	Begin to use single words to communicate <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.1 Emerging to 9c.2 Uses one- or two-word sentences or phrases
STRAND / STANDARD	NH.9M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Nine to Eighteen Months)
STANDARD / GLE	9M.LD.4.	Verbal Expression
GRADE LEVEL EXPECTATION	9M.LD.4.1.	Vocabulary development
EXPECTATION	9M.LD.4.1.1.	Produce their first word and may have a vocabulary of up to 15 words <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.2 Uses one- or two-word sentences or phrases
STRAND / STANDARD	NH.9M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Nine to Eighteen Months)
STANDARD / GLE	9M.LD.4.	Verbal Expression
GRADE LEVEL EXPECTATION	9M.LD.4.2.	Expressive language or speaking
EXPECTATION	9M.LD.4.2.1.	Move from imitating single words to beginning to use single words to communicate <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.2 Uses one- or two-word sentences or phrases
STRAND / STANDARD	NH.9M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Nine to Eighteen Months)
STANDARD / GLE	9M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	9M.EL.1.1.	Participation in language and literacy activities

EXPECTATION	9M.EL.1.1.1.	Enjoy being read to and may seek opportunities to be read to and to interact with books <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 / STANDARD	NH.9M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Nine to Eighteen Months)
STANDARD / GLE	9M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	9M.EL.1.2.	Narrative and story sense
EXPECTATION	9M.EL.1.2.1.	Participate in book reading activities (E.g. Brandon, 15 months, makes a shhh sound and puts his finger on his lips at the appropriate time when reading The Napping House.) <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.1 Emerging to 18a.2 Contributes particular language from the book at the appropriate time
STRAND / STANDARD	NH.9M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Nine to Eighteen Months)
STANDARD / GLE	9M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	9M.EL.1.3.	Comprehension and interpretation
EXPECTATION	9M.EL.1.3.1.	May focus on certain elements in the illustrations, but often skip pages or focus on a particular page <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18a.1 Emerging to 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 / STANDARD	NH.9M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Nine to Eighteen Months)
STANDARD / GLE	9M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	9M.EL.1.4.	Interest in and appreciation of reading
EXPECTATION	9M.EL.1.4.1.	Bring a book to an adult to be read to and/or respond positively to an adult's offer to 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 / STANDARD	NH.9M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Nine to Eighteen Months)
STANDARD / GLE	9M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	9M.EL.1.5.	Phonological awareness (which refers to understanding the sound structure of language such as sounds, rhymes, syllables and words)
EXPECTATION	9M.EL.1.5.1.	<p>Recognize and react to the sounds of language and can discriminate between non-speech environmental sounds (E.g. Jamie continues playing when he hears the refrigerator door open, but stops when he hears a jar being opened.)</p> <p><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.1 Emerging to 15a.2 Joins in rhyming songs and games</p>
STRAND / STANDARD	NH.9M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Nine to Eighteen Months)
STANDARD / GLE	9M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	9M.EL.1.6.	Book awareness
EXPECTATION	9M.EL.1.6.1.	<p>Look at pictures in books, but often treat books like other toys and objects in the environment</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 / STANDARD	NH.9M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Nine to Eighteen Months)
STANDARD / GLE	9M.EL.2.	Emergent Writing
GRADE LEVEL EXPECTATION	9M.EL.2.1.	Print and alphabet awareness
EXPECTATION	9M.EL.2.1.1.	<p>May begin to recognize that labels convey meaning (E.g. Jared sees a box of cheerios and says, “Oh, Oh!”)</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.2 Shows understanding that text is meaningful and can be read</p>
STRAND / STANDARD	NH.9M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Nine to Eighteen Months)
STANDARD / GLE	9M.EL.2.	Emergent Writing
GRADE LEVEL EXPECTATION	9M.EL.2.2.	Interest in and emergent writing

EXPECTATION	9M.EL.2.2.1.	Use writing tools (crayons, markers, pens) and notice that they can make marks with these utensils <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 / STANDARD	NH.9M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Nine to Eighteen Months)
STANDARD / GLE	9M.CD-EN.1.	Number Operations
GRADE LEVEL EXPECTATION	9M.CD-EN.1.1.	Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting
EXPECTATION	9M.CD-EN.1.1.1.	Begin to understand the concepts of “more” and “all gone” and begin to request “more” or indicate “no more” verbally or non-verbally <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 / STANDARD	NH.9M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Nine to Eighteen Months)
STANDARD / GLE	9M.CD-EN.2.	Geometry and Spatial Sense
GRADE LEVEL EXPECTATION	9M.CD-EN.2.1.	Shapes and their attributes, position, comparing and contrasting two or more objects, and distance
EXPECTATION	9M.CD-EN.2.1.1.	Demonstrate an awareness of the distance between their body and materials in space (E.g. Jayce crawls across the room to grab a toy.) <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 / STANDARD	NH.9M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Nine to Eighteen Months)
STANDARD / GLE	9M.CD-EN.3.	Measurements
GRADE LEVEL EXPECTATION	9M.CD-EN.3.1.	Size, volume, quantity and other measurable qualities, and the tools to measure them
EXPECTATION	9M.CD-EN.3.1.1.	Show some awareness of the relative size of objects in their environment <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 / STANDARD	NH.9M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Nine to Eighteen Months)



STANDARD / GLE	9M.CD-EN.4.	Patterns and Relationships
GRADE LEVEL EXPECTATION	9M.CD-EN.4.1.	Recognizing or creating planned or random repetitions and comparisons
EXPECTATION	9M.CD-EN.4.1.1.	Explore similarities and differences among objects in their environment <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 / STANDARD	NH.9M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Nine to Eighteen Months)
STANDARD / GLE	9M.CD-EN.5.	Data Collection and Analysis
GRADE LEVEL EXPECTATION	9M.CD-EN.5.1.	Gathering, organizing, and analyzing information, and drawing conclusions to make sense of the world
EXPECTATION	9M.CD-EN.5.1.1.	Focus on details in people and objects in their environment <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 / STANDARD	NH.9M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Nine to Eighteen Months)
STANDARD / GLE	9M.CD-EN.6.	Time and Sequence
GRADE LEVEL EXPECTATION	9M.CD-EN.6.1.	Concept of time as it relates to daily routines, and sequencing of events
EXPECTATION	9M.CD-EN.6.1.1.	Demonstrate some understanding of when things happen in relation to routines <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 / STANDARD	NH.9M.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Nine to Eighteen Months)
STANDARD / GLE	9M.CD-SSS.1.	Key Concepts
GRADE LEVEL EXPECTATION	9M.CD-SSS.1.1.	Object permanence
EXPECTATION	9M.CD-SSS.1.1.1.	Show understanding that people and objects no longer in sight still exist (E.g. Molly watches her mother put keys in her purse. Molly then searches in the purse to find them.) <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 / STANDARD	NH.9M.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Nine to Eighteen Months)
STANDARD / GLE	9M.CD-SSS.2.	Exploring the Physical World

GRADE LEVEL EXPECTATION	9M.CD-SSS.2.1.	Physical world
EXPECTATION	9M.CD-SSS.2.1.1.	Through trial and error, begin to develop an understanding of some basic physical science concepts such as gravity, force, and motion. (E.g. Penelope repeatedly drops her cup off the high chair and watches it fall to the floor.) <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 / STANDARD	NH.9M.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Nine to Eighteen Months)
STANDARD / GLE	9M.CD-SSS.3.	Exploring the Social World
GRADE LEVEL EXPECTATION	9M.CD-SSS.3.1.	Social conventions
EXPECTATION	9M.CD-SSS.3.1.1.	Use culturally appropriate labels for people and relationships in their family <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 / STANDARD	NH.9M.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Nine to Eighteen Months)
STANDARD / GLE	9M.CD-SSS.3.	Exploring the Social World
GRADE LEVEL EXPECTATION	9M.CD-SSS.3.2.	Self, family, and community
EXPECTATION	9M.CD-SSS.3.2.1.	Interact with members of their household and their classroom (Relates to social/emotional construct of relationships and social skills 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 / STANDARD	NH.9M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Nine to Eighteen Months)
STANDARD / GLE	9M.CD-AL.1.	Inquiry and Exploration
GRADE LEVEL EXPECTATION	9M.CD-AL.1.1.	Curiosity and sensory exploration
EXPECTATION	9M.CD-AL.1.1.1.	Explore objects using their senses and manipulate them in a variety of ways <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 / STANDARD	NH.9M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Nine to Eighteen Months)

STANDARD / GLE	9M.CD-AL.1.	Inquiry and Exploration
GRADE LEVEL EXPECTATION	9M.CD-AL.1.2.	Cause and effect
EXPECTATION	9M.CD-AL.1.2.1.	<p>May do things to get a response from familiar adults and children (E.g. Luke drops peas and looks over to his caregiver as they fall from the table to the floor.)</p> <p><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</p>
STRAND / STANDARD	NH.9M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Nine to Eighteen Months)
STANDARD / GLE	9M.CD-AL.2.	Reasoning and Problem Solving
GRADE LEVEL EXPECTATION	9M.CD-AL.2.1.	Theories about the world and how things work (Reflection, critical thinking, and trial and error)
EXPECTATION	9M.CD-AL.2.1.1.	<p>Act out ideas about how things work by repeating and changing their actions (trial and error)</p> <p><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</p>
STRAND / STANDARD	NH.9M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Nine to Eighteen Months)
STANDARD / GLE	9M.CD-AL.3.	Play
GRADE LEVEL EXPECTATION	9M.CD-AL.3.1.	Imitation, risk taking, and experimentation
EXPECTATION	9M.CD-AL.3.1.1.	<p>May initiate turn taking with a trusted adult (E.g. Spencer gives a small toy to his grandmother and she gives another toy to him. They repeat this several times.)</p> <p><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</p>
STRAND / STANDARD	NH.9M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Nine to Eighteen Months)
STANDARD / GLE	9M.CD-AL.3.	Play
GRADE LEVEL EXPECTATION	9M.CD-AL.3.2.	Creativity, imagination, and inventiveness
EXPECTATION	9M.CD-AL.3.2.1.	<p>May invent ways to attract adult attention and engage with them (E.g. Gretta pretends to cough to gain her teacher's attention and repeats this when her teacher laughs.)</p> <p><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</p>



STRAND / STANDARD	NH.9M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Nine to Eighteen Months)
STANDARD / GLE	9M.CD-AL.3.	Play
GRADE LEVEL EXPECTATION	9M.CD-AL.3.3.	Sense of delight and humor
EXPECTATION	9M.CD-AL.3.3.1.	Express delight in ways appropriate to their culture <u>No Correlations</u>
STRAND / STANDARD	NH.9M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Nine to Eighteen Months)
STANDARD / GLE	9M.CD-AL.4.	Executive Function
GRADE LEVEL EXPECTATION	9M.CD-AL.4.1.	Adaptability of thought processes, planning, and intentionality
EXPECTATION	9M.CD-AL.4.1.1.	Can carry out their own one-step plan (E.g. Penthia puts a hat on her head.) <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 / STANDARD	NH.9M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Nine to Eighteen Months)
STANDARD / GLE	9M.CD-AL.4.	Executive Function
GRADE LEVEL EXPECTATION	9M.CD-AL.4.2.	Working memory and focus and attention
EXPECTATION	9M.CD-AL.4.2.1.	Can have expectations of what will happen based on previous experiences (E.g. Wilfred pulls his mother’s hand to bring her to the refrigerator knowing she will offer juice to him.) <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 / STANDARD	NH.9M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Nine to Eighteen Months)
STANDARD / GLE	9M.CD-AL.4.	Executive Function
GRADE LEVEL EXPECTATION	9M.CD-AL.4.3.	Motivation, initiative, and persistence
EXPECTATION	9M.CD-AL.4.3.1.	Explore objects that interest them with focus and persistence <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 / STANDARD	NH.9M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Nine to Eighteen Months)
STANDARD / GLE	9M.CD-AL.5.	Symbolic Representation

GRADE LEVEL EXPECTATION	9M.CD-AL.5.1.	Representational Process
EXPECTATION	9M.CD-AL.5.1.1.	May draw comfort from objects that represent family members or primary caregivers (E.g. Bertti keeps her mother's scarf in her cubby and clings to it when upset.) <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 / STANDARD	NH.9M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Nine to Eighteen Months)
STANDARD / GLE	9M.PDH.1.	Body awareness and control
GRADE LEVEL EXPECTATION	9M.PDH.1.1.	Spatial awareness
EXPECTATION	9M.PDH.1.1.1.	Become more aware of where their body is in relation to other objects and people in the environment <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 / STANDARD	NH.9M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Nine to Eighteen Months)
STANDARD / GLE	9M.PDH.1.	Body awareness and control
GRADE LEVEL EXPECTATION	9M.PDH.1.2.	Development of the senses, orientation to stimuli, and sensory integration
EXPECTATION	9M.PDH.1.2.1.	Use senses to experience objects and 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 / STANDARD	NH.9M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Nine to Eighteen Months)
STANDARD / GLE	9M.PDH.1.	Body awareness and control
GRADE LEVEL EXPECTATION	9M.PDH.1.3.	Physical State Regulation
EXPECTATION	9M.PDH.1.3.1.	By the end of this age range are eating three meals per day plus snacks <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 / STANDARD	NH.9M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Nine to Eighteen Months)
STANDARD / GLE	9M.PDH.2.	Large muscle development and coordination
GRADE LEVEL EXPECTATION	9M.PDH.2.1.	Gross motor skills
EXPECTATION	9M.PDH.2.1.1.	<p>Become mobile, progressing from crawling to walking, and show strong interest in climbing</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p>
STRAND / STANDARD	NH.9M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Nine to Eighteen Months)
STANDARD / GLE	9M.PDH.3.	Small muscle development and coordination
GRADE LEVEL EXPECTATION	9M.PDH.3.1.	Fine motor skills
EXPECTATION	9M.PDH.3.1.1.	<p>Coordinate eyes and hands while exploring or holding objects</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.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
STRAND / STANDARD	NH.9M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Nine to Eighteen Months)
STANDARD / GLE	9M.PDH.4.	Nutrition
GRADE LEVEL EXPECTATION	9M.PDH.4.1.	Nutrition
EXPECTATION	9M.PDH.4.1.1.	<p>Chew and bite and develop the ability to eat finger foods</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 / STANDARD	NH.9M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Nine to Eighteen Months)
STANDARD / GLE	9M.PDH.5.	Basic safety
GRADE LEVEL EXPECTATION	9M.PDH.5.1.	Basic safety

EXPECTATION	9M.PDH.5.1.1.	<p>Seek physical contact with primary caregivers when faced with new or unfamiliar people or environments (Relates to social/emotional construct of relationships with primary caregivers)</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.4 Uses trusted adult as a secure base from which to explore the world</p>
STRAND / STANDARD	NH.9M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Nine to Eighteen Months)
STANDARD / GLE	9M.PDH.6.	Self-care
GRADE LEVEL EXPECTATION	9M.PDH.6.1.	Self-care
EXPECTATION	9M.PDH.6.1.1.	<p>May be able to participate, with adult assistance, in self-care tasks such as dressing and undressing, and feeding themselves, if culturally appropriate</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 / STANDARD	NH.9M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Nine to Eighteen Months)
STANDARD / GLE	9M.CE.1.	Exploration and creation of artistic works
GRADE LEVEL EXPECTATION	9M.CE.1.1.	Invention and imagination
EXPECTATION	9M.CE.1.1.1.	<p>Use tools to create sounds and marks with various objects, and media</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 / STANDARD	NH.9M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Nine to Eighteen Months)
STANDARD / GLE	9M.CE.1.	Exploration and creation of artistic works
GRADE LEVEL EXPECTATION	9M.CE.1.2.	Curiosity and interest
EXPECTATION	9M.CE.1.2.1.	<p>Explore the sounds that a variety of environmental objects can make and explore a variety of sensory media to create visual images (sand, finger paint, crayons)</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 / STANDARD	NH.9M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Nine to Eighteen Months)
STANDARD / GLE	9M.CE.1.	Exploration and creation of artistic works
GRADE LEVEL EXPECTATION	9M.CE.1.3.	Confidence
EXPECTATION	9M.CE.1.3.1.	Refine their actions to get closer to the desired effect in sound and movement <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
STRAND / STANDARD	NH.9M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Nine to Eighteen Months)
STANDARD / GLE	9M.CE.2.	Appreciation of and response to the creations of others and the natural world
GRADE LEVEL EXPECTATION	9M.CE.2.1.	Awareness and attention
EXPECTATION	9M.CE.2.1.1.	Show awareness of and preference for specific textures, smells, sounds, and visual images (E.g. Kathryn uses her hands to pick up a piece of birthday cake and then repeatedly wipes her hands on her shirt saying, “No.”) <u>No Correlations</u>
STRAND / STANDARD	NH.9M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Nine to Eighteen Months)
STANDARD / GLE	9M.CE.2.	Appreciation of and response to the creations of others and the natural world
GRADE LEVEL EXPECTATION	9M.CE.2.2.	Sense of joy and wonder
EXPECTATION	9M.CE.2.2.1.	Respond with delight to some experiences, environments, and specific sensations <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

New Hampshire Early Learning Standards

Ages 18 to 24 months, adopted 2016

STRAND / STANDARD	NH.18M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.SED.1.	Self-Concept and Social Identity
GRADE LEVEL EXPECTATION	18M.SED.1.1.	Self-esteem

EXPECTATION	18M.SED.1.1.1.	Show awareness of being seen by others such as repeating an action when someone is watching (E.g. Whenever she sees a camera, Ruby smiles and poses.) <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 / STANDARD	NH.18M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.SED.1.	Self-Concept and Social Identity
GRADE LEVEL EXPECTATION	18M.SED.1.2.	Self-confidence
EXPECTATION	18M.SED.1.2.1.	Show more awareness of their abilities <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 / STANDARD	NH.18M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.SED.1.	Self-Concept and Social Identity
GRADE LEVEL EXPECTATION	18M.SED.1.3.	Social identity
EXPECTATION	18M.SED.1.3.1.	Mimic adult behavior and responses to other people <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 / STANDARD	NH.18M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.SED.2.	Attachment
GRADE LEVEL EXPECTATION	18M.SED.2.1.	Relationships with primary caregivers
EXPECTATION	18M.SED.2.1.1.	Continue to need the security of a trusted adult; ask for help, if needed, in verbal and non-verbal ways <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 / STANDARD	NH.18M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Eighteen to Twenty-Four Months)

STANDARD / GLE	18M.SED.2.	Attachment
GRADE LEVEL EXPECTATION	18M.SED.2.2.	Relationships with less familiar adults
EXPECTATION	18M.SED.2.2.1.	<p>Continue to show hesitation around unfamiliar adults (E.g. Billie hides behind his father when the store clerk says “hi” to him.)</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.4 Uses trusted adult as a secure base from which to explore the world</p>
STRAND / STANDARD	NH.18M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.SED.3.	Social Competence
GRADE LEVEL EXPECTATION	18M.SED.3.1.	Relationships and social skills with peers
EXPECTATION	18M.SED.3.1.1.	<p>Play alongside other children, with or without acknowledging their presence</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.2 Plays near other children; uses similar materials or actions</p>
STRAND / STANDARD	NH.18M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.SED.3.	Social Competence
GRADE LEVEL EXPECTATION	18M.SED.3.2.	Recognition of others’ feelings
EXPECTATION	18M.SED.3.2.1.	<p>Demonstrate interest in the feelings of another 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 b. Responds to emotional cues <p>Objective 2b.4 Demonstrates concern about the feelings of others</p>
STRAND / STANDARD	NH.18M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.SED.3.	Social Competence
GRADE LEVEL EXPECTATION	18M.SED.3.3.	Behavioral regulation
EXPECTATION	18M.SED.3.3.1.	<p>With guidance, demonstrate they can use some classroom materials appropriately (E.g. The teacher shows her toddlers how to handle books gently and Clara turns the pages carefully.)</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.2 Responds appropriately to others’ expressions of wants</p>

STRAND / STANDARD	NH.18M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.SED.4.	Emotional Competence
GRADE LEVEL EXPECTATION	18M.SED.4.1.	Emotional expression
EXPECTATION	18M.SED.4.1.1.	<p>May express their feelings strongly including extended episodes and may not be easily distracted</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.2 Expresses feelings during a conflict</p>
STRAND / STANDARD	NH.18M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.SED.4.	Emotional Competence
GRADE LEVEL EXPECTATION	18M.SED.4.2.	Emotional Regulation
EXPECTATION	18M.SED.4.2.1.	<p>Use comfort objects or certain behaviors to calm themselves (E.g. Finn finds and holds his blanket to calm himself.)</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 / STANDARD	NH.18M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.LD.1.	Listening Comprehension
GRADE LEVEL EXPECTATION	18M.LD.1.1.	Receptive verbal communication
EXPECTATION	18M.LD.1.1.1.	<p>May show by their actions understanding of simple statements (E.g. Blaine sits down at the table when his teacher says, “It’s time to eat.”)</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 / STANDARD	NH.18M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.LD.2.	Non-verbal Communication
GRADE LEVEL EXPECTATION	18M.LD.2.1.	Non-verbal communication

EXPECTATION	18M.LD.2.1.1.	Understand others' nonverbal symbolic cues such as nodding for yes or shaking head for no <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice
STRAND / STANDARD	NH.18M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.LD.3.	Communication Concepts
GRADE LEVEL EXPECTATION	18M.LD.3.1.	Pragmatics and social language
EXPECTATION	18M.LD.3.1.1.	Convey a variety of meanings through simple vocabulary (E.g. Jeff says “milk,” which can mean, “I want milk,” “I’m finished drinking milk,” or “I spilled my milk.”) <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 / STANDARD	NH.18M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.LD.4.	Verbal Expression
GRADE LEVEL EXPECTATION	18M.LD.4.1.	Vocabulary development
EXPECTATION	18M.LD.4.1.1.	Combine two words to express wants or needs (E.g. As Harper walks to the car she says, “Car go.”) <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.2 Uses one- or two-word sentences or phrases
STRAND / STANDARD	NH.18M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.LD.4.	Verbal Expression
GRADE LEVEL EXPECTATION	18M.LD.4.2.	Expressive language or speaking

EXPECTATION	18M.LD.4.2.1.	<p>Begin to use words to communicate and may combine two to three words to form short phrases or 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.3 Emerging to 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
STRAND / STANDARD	NH.18M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	18M.EL.1.1.	Participation in language and literacy activities
EXPECTATION	18M.EL.1.1.1.	<p>May show preferences for specific books and turn pages at the appropriate time with adult assistance</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>
STRAND / STANDARD	NH.18M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	18M.EL.1.2.	Narrative and story sense
EXPECTATION	18M.EL.1.2.1.	<p>Can recognize that a story is beginning from a clue such as ‘Once upon a time’</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.1 Emerging to 8a.2 Contributes particular language from the book at the appropriate time</p>
STRAND / STANDARD	NH.18M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	18M.EL.1.3.	Comprehension and interpretation

EXPECTATION	18M.EL.1.3.1.	<p>Point to and vocalize about an illustration or imitate an action seen in a picture (E.g. 18-month-old Angelique imitates the jumping action of the frog when being read, Jump Frog Jump.)</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.1 Emerging to 8a.2 Contributes particular language from the book at the appropriate time</p>
STRAND / STANDARD	NH.18M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	18M.EL.1.4.	Interest in and appreciation of reading
EXPECTATION	18M.EL.1.4.1.	<p>Name and/or ask for favorite book and may show preference for books on certain topics</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>
STRAND / STANDARD	NH.18M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	18M.EL.1.5.	Phonological awareness (which refers to understanding the sound structure of language such as sounds, rhymes, syllables and words)
EXPECTATION	18M.EL.1.5.1.	<p>Enjoy chants and songs and books that rhyme</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.2 Joins in rhyming songs and games</p>
STRAND / STANDARD	NH.18M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	18M.EL.1.6.	Book awareness

EXPECTATION	18M.EL.1.6.1.	Hold the book properly and turn pages, sometimes several at a time <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
STRAND / STANDARD	NH.18M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.EL.2.	Emergent Writing
GRADE LEVEL EXPECTATION	18M.EL.2.1.	Print and alphabet awareness
EXPECTATION	18M.EL.2.1.1.	Can show awareness of and recognize some print 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 / STANDARD	NH.18M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.EL.2.	Emergent Writing
GRADE LEVEL EXPECTATION	18M.EL.2.2.	Interest in and emergent writing
EXPECTATION	18M.EL.2.2.1.	Gain more control over the kinds of marks they make (lines vs. circular marks) <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 / STANDARD	NH.18M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-EN.1.	Number Operations
GRADE LEVEL EXPECTATION	18M.CD-EN.1.1.	Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting
EXPECTATION	18M.CD-EN.1.1.1.	Can use number words in songs and finger plays without understanding that numbers represent quantity <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.2 Verbally counts (not always in the correct order)



STRAND / STANDARD	NH.18M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-EN.2.	Geometry and Spatial Sense
GRADE LEVEL EXPECTATION	18M.CD-EN.2.1.	Shapes and their attributes, position, comparing and contrasting two or more objects, and distance
EXPECTATION	18M.CD-EN.2.1.1.	<p>Demonstrate an understanding of simple position words (E.g. Hayden climbs a hill and says, “Me on top!”)</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.2 Follows simple directions related to position (in, on, under, up, down)</p>
STRAND / STANDARD	NH.18M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-EN.3.	Measurements
GRADE LEVEL EXPECTATION	18M.CD-EN.3.1.	Size, volume, quantity and other measurable qualities, and the tools to measure them
EXPECTATION	18M.CD-EN.3.1.1.	<p>Explore the concept of volume (E.g. Chase and Jade pick up a bucket of sand and dump it into the sandbox, over and over.)</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.2 Makes simple comparisons between two objects</p>
STRAND / STANDARD	NH.18M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-EN.4.	Patterns and Relationships
GRADE LEVEL EXPECTATION	18M.CD-EN.4.1.	Recognizing or creating planned or random repetitions and comparisons
EXPECTATION	18M.CD-EN.4.1.1.	<p>Show awareness of objects and pictures that are the same</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>
STRAND / STANDARD	NH.18M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-EN.5.	Data Collection and Analysis
GRADE LEVEL EXPECTATION	18M.CD-EN.5.1.	Gathering, organizing, and analyzing information, and drawing conclusions to make sense of the world



EXPECTATION	18M.CD-EN.5.1.1.	Can sort objects that are the same and different on one attribute (E.g. Amy puts all the red vehicles in one basket.) <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
STRAND / STANDARD	NH.18M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-EN.6.	Time and Sequence
GRADE LEVEL EXPECTATION	18M.CD-EN.6.1.	Concept of time as it relates to daily routines, and sequencing of events
EXPECTATION	18M.CD-EN.6.1.1.	Can recall information about the immediate past (E.g. Jack recalls what he had for morning snack when his aunt asks him after lunch.) <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 / STANDARD	NH.18M.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-SSS.1.	Key Concepts
GRADE LEVEL EXPECTATION	18M.CD-SSS.1.1.	Object permanence
EXPECTATION	18M.CD-SSS.1.1.1.	Can find objects that are not in sight <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 / STANDARD	NH.18M.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-SSS.2.	Exploring the Physical World
GRADE LEVEL EXPECTATION	18M.CD-SSS.2.1.	Physical world

EXPECTATION	18M.CD-SSS.2.1.1.	Through repeated observation, experimentation, and/or exploration, further develop their understanding of basic physical science concepts and the natural world <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.3 Emerging to 11d.4 Explores and investigates ways to make something happen
STRAND / STANDARD	NH.18M.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-SSS.3.	Exploring the Social World
GRADE LEVEL EXPECTATION	18M.CD-SSS.3.1.	Social conventions
EXPECTATION	18M.CD-SSS.3.1.1.	Recognize that there are routines and may test the expectations <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.3 Emerging to 11d.4 Explores and investigates ways to make something happen
STRAND / STANDARD	NH.18M.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-SSS.3.	Exploring the Social World
GRADE LEVEL EXPECTATION	18M.CD-SSS.3.2.	Self, family, and community
EXPECTATION	18M.CD-SSS.3.2.1.	Identify family members of other children in their class <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 / STANDARD	NH.18M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-AL.1.	Inquiry and Exploration
GRADE LEVEL EXPECTATION	18M.CD-AL.1.1.	Curiosity and sensory exploration

EXPECTATION	18M.CD-AL.1.1.1.	Continue to investigate people and objects as tools <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.3 Emerging to 11d.4 Explores and investigates ways to make something happen
STRAND / STANDARD	NH.18M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-AL.1.	Inquiry and Exploration
GRADE LEVEL EXPECTATION	18M.CD-AL.1.2.	Cause and effect
EXPECTATION	18M.CD-AL.1.2.1.	Experiment with cause and effect while investigating their environment <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.3 Emerging to 11d.4 Explores and investigates ways to make something happen
STRAND / STANDARD	NH.18M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-AL.2.	Reasoning and Problem Solving
GRADE LEVEL EXPECTATION	18M.CD-AL.2.1.	Theories about the world and how things work (Reflection, critical thinking, and trial and error)
EXPECTATION	18M.CD-AL.2.1.1.	Process and assimilate new information and experiences by comparing them to previous information and experiences to expand their understanding of the world (E.g. Manfredo sees a horse for the first time and says, “Big doggie!”) <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 / STANDARD	NH.18M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-AL.3.	Play
GRADE LEVEL EXPECTATION	18M.CD-AL.3.1.	Imitation, risk taking, and experimentation
EXPECTATION	18M.CD-AL.3.1.1.	Enjoy using their whole bodies in active play <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STRAND / STANDARD	NH.18M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Eighteen to Twenty-Four Months)



STANDARD / GLE	18M.CD-AL.3.	Play
GRADE LEVEL EXPECTATION	18M.CD-AL.3.2.	Creativity, imagination, and inventiveness
EXPECTATION	18M.CD-AL.3.2.1.	<p>Play with toys in ways of their own invention. (E.g. Kai puts blocks and cars together in a single structure.)</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.2 Imitates others in using objects in new and/or unanticipated ways</p>
STRAND / STANDARD	NH.18M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-AL.3.	Play
GRADE LEVEL EXPECTATION	18M.CD-AL.3.3.	Sense of delight and humor
EXPECTATION	18M.CD-AL.3.3.1.	<p>Take delight in repetitive games and interactions (E.g. Bode and his teacher pass a ball back and forth and each time the teacher pretends to stop, Bodhi says, “again” and laughs when the teacher starts again.)</p> <p><u>No Correlations</u></p>
STRAND / STANDARD	NH.18M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-AL.4.	Executive Function
GRADE LEVEL EXPECTATION	18M.CD-AL.4.1.	Adaptability of thought processes, planning, and intentionality
EXPECTATION	18M.CD-AL.4.1.1.	<p>Plan and implement a two-step dramatic play (E.g. Ezra pretends to feed the baby doll and then puts it in the baby bed.)</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.2 Imitates actions of others during play; uses real objects as props</p>
STRAND / STANDARD	NH.18M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-AL.4.	Executive Function
GRADE LEVEL EXPECTATION	18M.CD-AL.4.2.	Working memory and focus and attention
EXPECTATION	18M.CD-AL.4.2.1.	<p>Stay focused on simple stories or books for brief periods 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.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>

STRAND / STANDARD	NH.18M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-AL.4.	Executive Function
GRADE LEVEL EXPECTATION	18M.CD-AL.4.3.	Motivation, initiative, and persistence
EXPECTATION	18M.CD-AL.4.3.1.	<p>Initiate simple plans (E.g. 20-month-old Abreeanna pulls on her teacher’s hand and says, “out”, as she walks to the door.)</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.2 Reacts to a problem; seeks to achieve a specific goal</p>
STRAND / STANDARD	NH.18M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CD-AL.5.	Symbolic Representation
GRADE LEVEL EXPECTATION	18M.CD-AL.5.1.	Representational Process
EXPECTATION	18M.CD-AL.5.1.1.	<p>Use an object to represent something else</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.2 Imitates actions of others during play; uses real objects as props</p>
STRAND / STANDARD	NH.18M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.PDH.1.	Body awareness and control
GRADE LEVEL EXPECTATION	18M.PDH.1.1.	Spatial awareness
EXPECTATION	18M.PDH.1.1.1.	<p>Can negotiate moving around objects and people without bumping into them</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p>
STRAND / STANDARD	NH.18M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.PDH.1.	Body awareness and control
GRADE LEVEL EXPECTATION	18M.PDH.1.2.	Development of the senses, orientation to stimuli, and sensory integration
EXPECTATION	18M.PDH.1.2.1.	<p>Demonstrate sensory preferences (E.g. After playing in the sand in the sensory table, Anne wipes her hands together and leaves when the teacher adds water to make mud.)</p> <p><u>No Correlations</u></p>

STRAND / STANDARD	NH.18M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.PDH.1.	Body awareness and control
GRADE LEVEL EXPECTATION	18M.PDH.1.3.	Physical State Regulation
EXPECTATION	18M.PDH.1.3.1.	Can show tiredness or hunger through predictable behaviors <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 / STANDARD	NH.18M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.PDH.2.	Large muscle development and coordination
GRADE LEVEL EXPECTATION	18M.PDH.2.1.	Gross motor skills
EXPECTATION	18M.PDH.2.1.1.	Move from one place to another by walking and running with basic control and coordination <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STRAND / STANDARD	NH.18M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.PDH.3.	Small muscle development and coordination
GRADE LEVEL EXPECTATION	18M.PDH.3.1.	Fine motor skills
EXPECTATION	18M.PDH.3.1.1.	Reach, grasp, and release objects with more control and experiment with using tools <u>GOLD® Objectives for Development and Learning</u> • 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 / STANDARD	NH.18M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.PDH.4.	Nutrition
GRADE LEVEL EXPECTATION	18M.PDH.4.1.	Nutrition

EXPECTATION	18M.PDH.4.1.1.	<p>Successfully chew and bite foods of varying textures</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.4 Seeks to do things for self</p>
STRAND / STANDARD	NH.18M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.PDH.5.	Basic safety
GRADE LEVEL EXPECTATION	18M.PDH.5.1.	Basic safety
EXPECTATION	18M.PDH.5.1.1.	<p>Look to primary caregivers when faced with new or unfamiliar people or environments (Relates to social/emotional construct of relationships with unfamiliar adults)</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 / STANDARD	NH.18M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.PDH.6.	Self-care
GRADE LEVEL EXPECTATION	18M.PDH.6.1.	Self-care
EXPECTATION	18M.PDH.6.1.1.	<p>Show increasing interest in and sometimes insistence on doing things for themselves, if culturally appropriate (E.g. Preda insists on putting the soap on her hands without help.)</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.4 Seeks to do things for self</p>
STRAND / STANDARD	NH.18M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CE.1.	Exploration and creation of artistic works
GRADE LEVEL EXPECTATION	18M.CE.1.1.	Invention and imagination
EXPECTATION	18M.CE.1.1.1.	<p>Use tools with more intentionality and purpose</p> <p><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</p>



STRAND / STANDARD	NH.18M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CE.1.	Exploration and creation of artistic works
GRADE LEVEL EXPECTATION	18M.CE.1.2.	Curiosity and interest
EXPECTATION	18M.CE.1.2.1.	Show an increasing range of curiosity about their environment, objects and people <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.3 Emerging to 11d.4 Explores and investigates ways to make something happen
STRAND / STANDARD	NH.18M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CE.1.	Exploration and creation of artistic works
GRADE LEVEL EXPECTATION	18M.CE.1.3.	Confidence
EXPECTATION	18M.CE.1.3.1.	May request adult attention and approval for all of their artistic, dance, and musical efforts <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 / STANDARD	NH.18M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CE.2.	Appreciation of and response to the creations of others and the natural world
GRADE LEVEL EXPECTATION	18M.CE.2.1.	Awareness and attention
EXPECTATION	18M.CE.2.1.1.	Begin to focus on and distinguish details in the indoor and outdoor environments <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 / STANDARD	NH.18M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Eighteen to Twenty-Four Months)
STANDARD / GLE	18M.CE.2.	Appreciation of and response to the creations of others and the natural world
GRADE LEVEL EXPECTATION	18M.CE.2.2.	Sense of joy and wonder
EXPECTATION	18M.CE.2.2.1.	Express joy in aesthetic experience <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



New Hampshire Early Learning Standards

Ages 24 to 30 months, adopted 2016

STRAND / STANDARD	NH.24M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.SED.1.	Self-Concept and Social Identity
GRADE LEVEL EXPECTATION	24M.SED.1.1.	Self-esteem
EXPECTATION	24M.SED.1.1.1.	<p>Show delight in their abilities</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 29 Demonstrates knowledge about self
STRAND / STANDARD	NH.24M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.SED.1.	Self-Concept and Social Identity
GRADE LEVEL EXPECTATION	24M.SED.1.2.	Self-confidence
EXPECTATION	24M.SED.1.2.1.	<p>Perform the tasks requested of them and may initiate tasks on their own (E.g. Kyle’s nana spoons food onto his plate and Kyle says, “Me do it!” and reaches for the spoon.)</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.6 Demonstrates confidence in meeting own needs
STRAND / STANDARD	NH.24M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.SED.1.	Self-Concept and Social Identity
GRADE LEVEL EXPECTATION	24M.SED.1.3.	Social identity
EXPECTATION	24M.SED.1.3.1.	<p>Point out or comment on differences in gender and physical characteristics, using social labels (E.g. Eddie points to each classmate and labels each as “boy” or “girl.”)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 29 Demonstrates knowledge about self
STRAND / STANDARD	NH.24M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.SED.2.	Attachment
GRADE LEVEL EXPECTATION	24M.SED.2.1.	Relationships with primary caregivers

EXPECTATION	24M.SED.2.1.1.	<p>Imitate and attempt to please familiar adults (E.g. Rylee joins in singing when her caregiver sings a silly song with 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 <p>Objective 2a.6 Manages separations without distress and engages with trusted adults</p>
STRAND / STANDARD	NH.24M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.SED.2.	Attachment
GRADE LEVEL EXPECTATION	24M.SED.2.2.	Relationships with less familiar adults
EXPECTATION	24M.SED.2.2.1.	<p>Dependent on experience, may show more interest in unfamiliar adults, but are still cautious</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>
STRAND / STANDARD	NH.24M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.SED.3.	Social Competence
GRADE LEVEL EXPECTATION	24M.SED.3.1.	Relationships and social skills with peers
EXPECTATION	24M.SED.3.1.1.	<p>Engage in brief or momentary interactions with other children, but may need adult support (E.g. Siddarth yells, “Run, run,” to several other children on the playground.)</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.3 Emerging to 2c.4 Uses successful strategies for entering groups</p>
STRAND / STANDARD	NH.24M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.SED.3.	Social Competence
GRADE LEVEL EXPECTATION	24M.SED.3.2.	Recognition of others’ feelings
EXPECTATION	24M.SED.3.2.1.	<p>May try to comfort children who are distressed (E.g. Filomena gives her teddy bear to Ellen, who is crying.)</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.4 Demonstrates concern about the feelings of others</p>
STRAND / STANDARD	NH.24M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Twenty-Four to Thirty Months)



STANDARD / GLE	24M.SED.3.	Social Competence
GRADE LEVEL EXPECTATION	24M.SED.3.3.	Behavioral regulation
EXPECTATION	24M.SED.3.3.1.	With adult guidance, can begin to tone down aggressive behaviors. <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 / STANDARD	NH.24M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.SED.4.	Emotional Competence
GRADE LEVEL EXPECTATION	24M.SED.4.1.	Emotional expression
EXPECTATION	24M.SED.4.1.1.	Share their feelings through talking and pretend 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.4 Uses creativity and imagination during play and routine tasks
STRAND / STANDARD	NH.24M.SED.	Social and Emotional Development – How Do Young Children Develop Understandings of Themselves and Others? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.SED.4.	Emotional Competence
GRADE LEVEL EXPECTATION	24M.SED.4.2.	Emotional Regulation
EXPECTATION	24M.SED.4.2.1.	Have difficulty regulating strong feelings <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 / STANDARD	NH.24M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.LD.1.	Listening Comprehension
GRADE LEVEL EXPECTATION	24M.LD.1.1.	Receptive verbal communication
EXPECTATION	24M.LD.1.1.1.	Show by their actions that they understand simple one-step directions (E.g. When her teacher says, “Put on your coat,” Doretta picks up her coat and puts her hand in the sleeve.) <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 / STANDARD	NH.24M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Twenty-Four to Thirty Months)

STANDARD / GLE	24M.LD.2.	Non-verbal Communication
GRADE LEVEL EXPECTATION	24M.LD.2.1.	Non-verbal communication
EXPECTATION	24M.LD.2.1.1.	<p>Use gestures to augment what they are trying to communicate with words (E.g. Destiny shakes her head emphatically as she says, “No, no, no.”)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <p>Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
STRAND / STANDARD	NH.24M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.LD.3.	Communication Concepts
GRADE LEVEL EXPECTATION	24M.LD.3.1.	Pragmatics and social language
EXPECTATION	24M.LD.3.1.1.	<p>Use language for a variety of functions</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.4 Initiates and attends to brief conversations</p>
STRAND / STANDARD	NH.24M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.LD.4.	Verbal Expression
GRADE LEVEL EXPECTATION	24M.LD.4.1.	Vocabulary development
EXPECTATION	24M.LD.4.1.1.	<p>Demonstrate a burst of new vocabulary words, which they may or may not use correctly</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.5 Emerging to 9a.6 Describes and tells the use of many familiar items</p>
STRAND / STANDARD	NH.24M.LD.	Language Development – How Do Young Children Develop Understandings of Language and Use It to Communicate with Others? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.LD.4.	Verbal Expression
GRADE LEVEL EXPECTATION	24M.LD.4.2.	Expressive language or speaking

EXPECTATION	24M.LD.4.2.1.	Use words and some common rules of speech to express their ideas and thoughts (E.g. Margie exclaims, “I climbed up stairs!”) <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 / STANDARD	NH.24M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	24M.EL.1.1.	Participation in language and literacy activities
EXPECTATION	24M.EL.1.1.1.	While being read to, point to and comment on illustrations and repeat or anticipate familiar words or phrases in the 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.2 Contributes particular language from the book at the appropriate time
STRAND / STANDARD	NH.24M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	24M.EL.1.2.	Narrative and story sense
EXPECTATION	24M.EL.1.2.1.	May relay or retell simple stories <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.2 Retells some events or information from a familiar story or other text with close adult prompting
STRAND / STANDARD	NH.24M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	24M.EL.1.3.	Comprehension and interpretation

EXPECTATION	24M.EL.1.3.1.	Identify with a particular character or scene (E.g. When listening to the book, Where's My Teddy Said Eddie, Zaviel, 25 months, makes a scared face, identifying with the little boy in the woods.) <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 / STANDARD	NH.24M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	24M.EL.1.4.	Interest in and appreciation of reading
EXPECTATION	24M.EL.1.4.1.	May ask an adult to read the same book repeatedly <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 / STANDARD	NH.24M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	24M.EL.1.5.	Phonological awareness (which refers to understanding the sound structure of language such as sounds, rhymes, syllables and words)
EXPECTATION	24M.EL.1.5.1.	Enjoy chants and songs and books that rhyme <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.2 Joins in rhyming songs and games
STRAND / STANDARD	NH.24M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.EL.1.	Emergent Reading
GRADE LEVEL EXPECTATION	24M.EL.1.6.	Book awareness

EXPECTATION	24M.EL.1.6.1.	<p>Can identify the front of the book and use clues on the cover to select a book (E.g. Using the cover of the book as a clue, Charna, 28 months, picks up The Itsy Bitsy Spider and says to her mother, “Spider book.”)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective Objectives 17a.3 Emerging to 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
STRAND / STANDARD	NH.24M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.EL.2.	Emergent Writing
GRADE LEVEL EXPECTATION	24M.EL.2.1.	Print and alphabet awareness
EXPECTATION	24M.EL.2.1.1.	<p>Recognize that print and numerals are symbols that convey meaning (E.g. Colin, age 2, points to the bottom of his painting on his classroom wall and says, “There’s my name.”)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.2 Shows understanding that text is meaningful and can be read</p>
STRAND / STANDARD	NH.24M.EL.	Emergent Literacy – How Do Young Children Learn to View Literacy as a Tool for Expressing Themselves and Interacting with the World? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.EL.2.	Emergent Writing
GRADE LEVEL EXPECTATION	24M.EL.2.2.	Interest in and emergent writing
EXPECTATION	24M.EL.2.2.1.	<p>Scribble and draw and see these as the same</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.2 Uses drawing, dictation, and scribbles or marks to convey a message</p>
STRAND / STANDARD	NH.24M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-EN.1.	Number Operations
GRADE LEVEL EXPECTATION	24M.CD-EN.1.1.	Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting
EXPECTATION	24M.CD-EN.1.1.1.	<p>Develop an understanding of the relationship between spoken numbers and quantity for quantities up to 2 or 3 (E.g. Blake picks up a car and a block and says, “Two toys.”)</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.2 Demonstrates understanding of the concepts of one, two, and more</p>

STRAND / STANDARD	NH.24M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-EN.2.	Geometry and Spatial Sense
GRADE LEVEL EXPECTATION	24M.CD-EN.2.1.	Shapes and their attributes, position, comparing and contrasting two or more objects, and distance
EXPECTATION	24M.CD-EN.2.1.1.	<p>Demonstrate an understanding of many position words (E.g. Brittany says to her teacher, “I’m next to you.”)</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.2 Follows simple directions related to position (in, on, under, up, down)</p>
STRAND / STANDARD	NH.24M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-EN.3.	Measurements
GRADE LEVEL EXPECTATION	24M.CD-EN.3.1.	Size, volume, quantity and other measurable qualities, and the tools to measure them
EXPECTATION	24M.CD-EN.3.1.1.	<p>Show awareness of measurable qualities, such as size, distance, temperature, and weight, which, in toddler terms, are big/small, near/far, hot/cold, heavy/light</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> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.2 Makes simple comparisons between two objects</p>
STRAND / STANDARD	NH.24M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-EN.4.	Patterns and Relationships
GRADE LEVEL EXPECTATION	24M.CD-EN.4.1.	Recognizing or creating planned or random repetitions and comparisons
EXPECTATION	24M.CD-EN.4.1.1.	<p>Show awareness of and interest in 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 23.2 Shows interest in simple patterns in everyday life</p>
STRAND / STANDARD	NH.24M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-EN.5.	Data Collection and Analysis



GRADE LEVEL EXPECTATION	24M.CD-EN.5.1.	Gathering, organizing, and analyzing information, and drawing conclusions to make sense of the world
EXPECTATION	24M.CD-EN.5.1.1.	Can find people and objects that are the same based on one attribute <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
STRAND / STANDARD	NH.24M.CD-EN.	COGNITIVE DEVELOPMENT: Early Numeracy – How Do Young Children Develop Mathematical Thinking and Use It Make Sense of Their World? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-EN.6.	Time and Sequence
GRADE LEVEL EXPECTATION	24M.CD-EN.6.1.	Concept of time as it relates to daily routines, and sequencing of events
EXPECTATION	24M.CD-EN.6.1.1.	Show increased knowledge and memory for daily routines <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
STRAND / STANDARD	NH.24M.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-SSS.1.	Key Concepts
GRADE LEVEL EXPECTATION	24M.CD-SSS.1.1.	Object permanence
EXPECTATION	24M.CD-SSS.1.1.1.	Ask for people or things that are not in sight <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
STRAND / STANDARD	NH.24M.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-SSS.2.	Exploring the Physical World
GRADE LEVEL EXPECTATION	24M.CD-SSS.2.1.	Physical world

EXPECTATION	24M.CD-SSS.2.1.1.	<p>Show interest in observing, experiencing, and/or exploring physical science concepts and the natural world</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STRAND / STANDARD	NH.24M.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-SSS.3.	Exploring the Social World
GRADE LEVEL EXPECTATION	24M.CD-SSS.3.1.	Social conventions
EXPECTATION	24M.CD-SSS.3.1.1.	<p>Participate in expected behavior including greetings and good-byes</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • 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 / STANDARD	NH.24M.CD-SSS.	COGNITIVE DEVELOPMENT: Science and Social Studies – How Do Young Children Develop Understandings of Their Physical and Social Worlds? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-SSS.3.	Exploring the Social World
GRADE LEVEL EXPECTATION	24M.CD-SSS.3.2.	Self, family, and community
EXPECTATION	24M.CD-SSS.3.2.1.	<p>May sort items or toys into “families” and label with different roles in their own terms</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
STRAND / STANDARD	NH.24M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-AL.1.	Inquiry and Exploration
GRADE LEVEL EXPECTATION	24M.CD-AL.1.1.	Curiosity and sensory exploration
EXPECTATION	24M.CD-AL.1.1.1.	<p>Seek information through observation, exploration, and use of simple tools (E.g. Arthur pulls a chair up to the kitchen counter to see what his father is making for dinner.)</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 / STANDARD	NH.24M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-AL.1.	Inquiry and Exploration

GRADE LEVEL EXPECTATION	24M.CD-AL.1.2.	Cause and effect
EXPECTATION	24M.CD-AL.1.2.1.	Repeat actions to create the same effect and add variations of those actions to see if the same thing happens <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
STRAND / STANDARD	NH.24M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-AL.2.	Reasoning and Problem Solving
GRADE LEVEL EXPECTATION	24M.CD-AL.2.1.	Theories about the world and how things work (Reflection, critical thinking, and trial and error)
EXPECTATION	24M.CD-AL.2.1.1.	Use multiple strategies to solve simple problems, but may become frustrated when their strategies don't work <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.3 Emerging to 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
STRAND / STANDARD	NH.24M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-AL.3.	Play
GRADE LEVEL EXPECTATION	24M.CD-AL.3.1.	Imitation, risk taking, and experimentation
EXPECTATION	24M.CD-AL.3.1.1.	Try out new actions, roles, and words that they imitate from others <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 / STANDARD	NH.24M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-AL.3.	Play
GRADE LEVEL EXPECTATION	24M.CD-AL.3.2.	Creativity, imagination, and inventiveness
EXPECTATION	24M.CD-AL.3.2.1.	Begin to engage in simple pretend games <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 / STANDARD	NH.24M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-AL.3.	Play
GRADE LEVEL EXPECTATION	24M.CD-AL.3.3.	Sense of delight and humor
EXPECTATION	24M.CD-AL.3.3.1.	Are amused by incongruity (E.g. Jonah laughs hysterically when his father pretends to put Jonah's shoes on his big feet.) No Correlations
STRAND / STANDARD	NH.24M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-AL.4.	Executive Function
GRADE LEVEL EXPECTATION	24M.CD-AL.4.1.	Adaptability of thought processes, planning, and intentionality
EXPECTATION	24M.CD-AL.4.1.1.	Can try to figure out what is getting in the way of their plan <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 / STANDARD	NH.24M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-AL.4.	Executive Function
GRADE LEVEL EXPECTATION	24M.CD-AL.4.2.	Working memory and focus and attention
EXPECTATION	24M.CD-AL.4.2.1.	Have increased attention spans for activities that interest them or that they initiate <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 / STANDARD	NH.24M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-AL.4.	Executive Function
GRADE LEVEL EXPECTATION	24M.CD-AL.4.3.	Motivation, initiative, and persistence
EXPECTATION	24M.CD-AL.4.3.1.	Persist in following their own curiosity even if adults try to deter them (E.g. 24-month-old Sebastian keeps dropping his toy cars in the toilet bowl even though his mother tells him not to.) <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 / STANDARD	NH.24M.CD-AL.	COGNITIVE DEVELOPMENT: Approaches to Learning – How Do Young Children Develop and Use Strategies to Learn? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CD-AL.5.	Symbolic Representation
GRADE LEVEL EXPECTATION	24M.CD-AL.5.1.	Representational Process
EXPECTATION	24M.CD-AL.5.1.1.	<p>Use a variety of materials, media, and other forms of self-expression to represent their thinking (E.g. Tessa makes up songs about herself.)</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.4 Draws or constructs, and then identifies what it is</p>
STRAND / STANDARD	NH.24M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.PDH.1.	Body awareness and control
GRADE LEVEL EXPECTATION	24M.PDH.1.1.	Spatial awareness
EXPECTATION	24M.PDH.1.1.1.	<p>Show increased balance and coordination in play activities</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.4 Experiments with different ways of balancing</p>
STRAND / STANDARD	NH.24M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.PDH.1.	Body awareness and control
GRADE LEVEL EXPECTATION	24M.PDH.1.2.	Development of the senses, orientation to stimuli, and sensory integration
EXPECTATION	24M.PDH.1.2.1.	<p>Use the information received from their senses to change the way they interact with the environment</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 / STANDARD	NH.24M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.PDH.1.	Body awareness and control
GRADE LEVEL EXPECTATION	24M.PDH.1.3.	Physical State Regulation

EXPECTATION	24M.PDH.1.3.1.	May resist sleeping or napping even when tired No Correlations
STRAND / STANDARD	NH.24M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.PDH.2.	Large muscle development and coordination
GRADE LEVEL EXPECTATION	24M.PDH.2.1.	Gross motor skills
EXPECTATION	24M.PDH.2.1.1.	Have more control with their arm and leg movements for walking, running, climbing, etc. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STRAND / STANDARD	NH.24M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.PDH.3.	Small muscle development and coordination
GRADE LEVEL EXPECTATION	24M.PDH.3.1.	Fine motor skills
EXPECTATION	24M.PDH.3.1.1.	Use tools purposefully to accomplish a goal (E.g. Shelby uses a glue stick to glue paper onto a wall collage.) <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 / STANDARD	NH.24M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.PDH.4.	Nutrition
GRADE LEVEL EXPECTATION	24M.PDH.4.1.	Nutrition
EXPECTATION	24M.PDH.4.1.1.	Demonstrate a willingness to try new foods if offered on multiple occasions <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 / STANDARD	NH.24M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.PDH.5.	Basic safety

GRADE LEVEL EXPECTATION	24M.PDH.5.1.	Basic safety
EXPECTATION	24M.PDH.5.1.1.	<p>May acknowledge potentially unsafe situations, but are not yet able to be responsible for their own safety (E.g. Felipe climbs to the top of the toddler loft but needs a teacher's assistance to get down.)</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 / STANDARD	NH.24M.PDH.	Physical Development and Health – How Do Young Children Use Their Bodies to Explore and Participate in Their World? How Do Young Children Assess and Navigate Risks and Develop Healthy Behaviors? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.PDH.6.	Self-care
GRADE LEVEL EXPECTATION	24M.PDH.6.1.	Self-care
EXPECTATION	24M.PDH.6.1.1.	<p>Are able to participate in and occasionally initiate simple health routines, if culturally appropriate</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 / STANDARD	NH.24M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CE.1.	Exploration and creation of artistic works
GRADE LEVEL EXPECTATION	24M.CE.1.1.	Invention and imagination
EXPECTATION	24M.CE.1.1.1.	<p>Create three dimensional structures, songs, rhymes, drama, and dances</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts • Objective 36 Explores drama through actions and language
STRAND / STANDARD	NH.24M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CE.1.	Exploration and creation of artistic works
GRADE LEVEL EXPECTATION	24M.CE.1.2.	Curiosity and interest
EXPECTATION	24M.CE.1.2.1.	<p>Show interest in combining objects or media (E.g. Garrith glues yarn, paper, and packing peanuts onto a piece of construction paper.)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts



STRAND / STANDARD	NH.24M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CE.1.	Exploration and creation of artistic works
GRADE LEVEL EXPECTATION	24M.CE.1.3.	Confidence
EXPECTATION	24M.CE.1.3.1.	<p>Select and use artistic materials and tools more purposefully (E.g. Cohen selects a paint brush from the box and blue paint from the row of paint cups and brings them over to the art easel.)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts
STRAND / STANDARD	NH.24M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CE.2.	Appreciation of and response to the creations of others and the natural world
GRADE LEVEL EXPECTATION	24M.CE.2.1.	Awareness and attention
EXPECTATION	24M.CE.2.1.1.	<p>Show what they notice about the music, art, drama, dance, and natural phenomena they have witnessed</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts • Objective 36 Explores drama through actions and language
STRAND / STANDARD	NH.24M.CE.	Creative Expression and Aesthetic Appreciation – How Do Young Children Express Creativity and Experience Beauty? (Twenty-Four to Thirty Months)
STANDARD / GLE	24M.CE.2.	Appreciation of and response to the creations of others and the natural world
GRADE LEVEL EXPECTATION	24M.CE.2.2.	Sense of joy and wonder
EXPECTATION	24M.CE.2.2.1.	<p>May participate actively in singing songs and dancing</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts

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