TeachingStrategies®

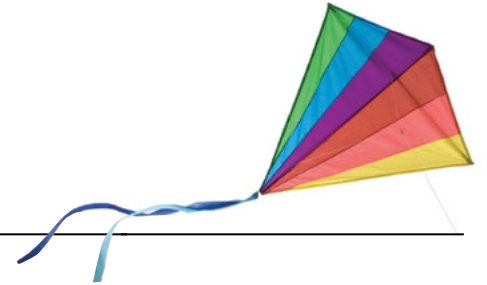**Alignment of**

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

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

aligned to

North Carolina Foundations for Early Learning and Development

Ages three to five, adopted 2013

CONTENT AREA / STRAND	NC.YP.APL.	Approaches to Play and Learning (APL) – Younger Preschoolers – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Curiosity, Information-Seeking, and Eagerness
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-1:	Children show curiosity and express interest in the world around them.
CLARIFYING OBJECTIVE	APL-1j:	Discover things that interest and amaze them and seek to share them with others. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
CLARIFYING OBJECTIVE	APL-1k:	Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
CLARIFYING OBJECTIVE	APL-1l:	Show interest in a growing range of topics, ideas, and tasks. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
CONTENT AREA / STRAND	NC.YP.APL.	Approaches to Play and Learning (APL) – Younger Preschoolers – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Curiosity, Information-Seeking, and Eagerness
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-2:	Children actively seek to understand the world around them.

CLARIFYING OBJECTIVE	APL-2i:	Ask questions about the people and things around them. _GOLD® Objectives for Development and Learning_ • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
CLARIFYING OBJECTIVE	APL-2j:	Use all available senses, tools, and a variety of strategies to explore the environment (drop objects in water to see if they sink or float). _GOLD® Objectives for Development and Learning_ • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
CLARIFYING OBJECTIVE	APL-2k:	Purposely try different ways of doing things to see what and how they work (adjust blocks used as a ramp to make a ball roll faster and farther). _GOLD® Objectives for Development and Learning_ • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
CONTENT AREA / STRAND	NC.YP.APL.	Approaches to Play and Learning (APL) – Younger Preschoolers – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Play and Imagination
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-3:	Children engage in increasingly complex play.
CLARIFYING OBJECTIVE	APL-3m:	Engage in dramatic play themes that include interacting with other children, but often are not coordinated. _GOLD® Objectives for Development and Learning_ • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.5 Emerging to 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
CLARIFYING OBJECTIVE	APL-3n:	Talk to peers and share materials during play. _GOLD® Objectives for Development and Learning_ • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Takes turns

CLARIFYING OBJECTIVE	APL-3o:	Engage in make-believe play with imaginary objects. *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**
CLARIFYING OBJECTIVE	APL-3p:	Use language to begin and carry on play with others. *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.5 Emerging to 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**
CLARIFYING OBJECTIVE	APL-3q:	Express knowledge of their everyday lives and culture through play (uses chopsticks to eat, pretends to fix hair the way his/her family styles hair). *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**
CONTENT AREA / STRAND	**NC.YP.APL.**	**Approaches to Play and Learning (APL) – Younger Preschoolers – Younger Preschoolers**
STRAND / ESSENTIAL STANDARD		**Play and Imagination**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**APL-4:**	**Children demonstrate creativity, imagination, and inventiveness.**
CLARIFYING OBJECTIVE	APL-4h:	Offer new ideas about how to do or make things. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** Objective **11e.4 Uses creativity and imagination during play and routine tasks**
CLARIFYING OBJECTIVE	APL-4i:	Add new actions, props, or dress-up items to pretend play. *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**

CLARIFYING OBJECTIVE	APL-4j:	Use materials (e.g., art materials, instruments, construction, writing implements) or actions to represent experiences or ideas in novel ways. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
CLARIFYING OBJECTIVE	APL-4k:	Experiment with language, musical sounds, and movement. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
CONTENT AREA / STRAND	NC.YP.APL.	Approaches to Play and Learning (APL) – Younger Preschoolers – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Risk-Taking, Problem-Solving, and Flexibility
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-5:	Children are willing to try new and challenging experiences.
CLARIFYING OBJECTIVE	APL-5k:	Express a belief that they can do things that are hard. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
CLARIFYING OBJECTIVE	APL-5l:	Choose to participate in an increasing variety of familiar and new experiences. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
CLARIFYING OBJECTIVE	APL-5m:	Accept new challenges when offered. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
CLARIFYING OBJECTIVE	APL-5n:	Try things they are not sure they can do, while avoiding dangerous risks. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
CONTENT AREA / STRAND	NC.YP.APL.	Approaches to Play and Learning (APL) – Younger Preschoolers – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Risk-Taking, Problem-Solving, and Flexibility
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-6:	Children use a variety of strategies to solve problems.

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CLARIFYING OBJECTIVE	APL-6k:	Seek and make use of ideas and help from adults and peers to solve problems ("How can I make this paint get off my pants?"). *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it**
CLARIFYING OBJECTIVE	APL-6l:	Purposefully use a variety of strategies to solve different types of problems. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.6 Solves problems without having to try every possibility**
CLARIFYING OBJECTIVE	APL-6m:	Talk to them-selves to work through the steps to solve a problem. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.6 Solves problems without having to try every possibility**
CONTENT AREA / STRAND	NC.YP.APL.	Approaches to Play and Learning (APL) – Younger Preschoolers – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Attentiveness, Effort, and Persistence
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-7:	Children demonstrate initiative.
CLARIFYING OBJECTIVE	APL-7h:	Show increasing independence and purpose when making choices ("I want to go to blocks."). *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**
CLARIFYING OBJECTIVE	APL-7i:	Express goals or plans and follow through on them ("I'm going to draw my house."). *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**
CONTENT AREA / STRAND	NC.YP.APL.	Approaches to Play and Learning (APL) – Younger Preschoolers – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Attentiveness, Effort, and Persistence
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-8:	Children maintain attentiveness and focus.

CLARIFYING OBJECTIVE	APL-8h:	Focus on age-appropriate activities for a short period of time, even with interruptions (continue working on a puzzle even though another child sitting nearby is laughing and talking). _GOLD®_ **Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**
CLARIFYING OBJECTIVE	APL-8i:	Remain engaged in more complex activities that they have chosen. _GOLD®_ **Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**
CLARIFYING OBJECTIVE	APL-8j:	Maintain focus and return to an activity after a break. _GOLD®_ **Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**
CONTENT AREA / STRAND	NC.YP.APL.	Approaches to Play and Learning (APL) – Younger Preschoolers – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Attentiveness, Effort, and Persistence
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-9:	Children persist at challenging activities.
CLARIFYING OBJECTIVE	APL-9e:	Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). _GOLD®_ **Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it**
CLARIFYING OBJECTIVE	APL-9f:	When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). _GOLD®_ **Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility**

CLARIFYING OBJECTIVE	APL-9g:	Keep working to complete tasks, including those that are somewhat difficult. _GOLD®_ **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.4 Practices an activity many times until successful**
CONTENT AREA / STRAND	**NC.YP.ESD.**	**Emotional and Social Development (ESD) – Younger Preschoolers – Younger Preschoolers**
STRAND / ESSENTIAL STANDARD		**Developing a Sense of Self**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**ESD-1:**	**Children demonstrate a positive sense of self-identity and self-awareness.**
CLARIFYING OBJECTIVE	ESD-1k:	Describe self (characteristics that can be seen, things they can do, things they like, and possessions). _GOLD®_ **Objectives for Development and Learning** • Objective **29 Demonstrates knowledge about self**
CLARIFYING OBJECTIVE	ESD-1l:	Express a sense of belonging to a group (say "There's Kirby from my class," move to stand with own group upon request, "I am a girl."). _GOLD®_ **Objectives for Development and Learning** • Objective **29 Demonstrates knowledge about self**
CLARIFYING OBJECTIVE	ESD-1m:	Use own first and last name. _GOLD®_ **Objectives for Development and Learning** • Objective **29 Demonstrates knowledge about self**
CLARIFYING OBJECTIVE	ESD-1n:	Choose activities they like and name their favorite activities. _GOLD®_ **Objectives for Development and Learning** • Objective **29 Demonstrates knowledge about self**
CONTENT AREA / STRAND	**NC.YP.ESD.**	**Emotional and Social Development (ESD) – Younger Preschoolers – Younger Preschoolers**
STRAND / ESSENTIAL STANDARD		**Developing a Sense of Self**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**ESD-2:**	**Children express positive feelings about themselves and confidence in what they can do.**
CLARIFYING OBJECTIVE	ESD-2k:	Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. _GOLD®_ **Objectives for Development and Learning** • Objective **29 Demonstrates knowledge about self**

CLARIFYING OBJECTIVE	ESD-2l:	Express the belief that they can do many things. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	ESD-2m:	Try new activities and attempt new challenges. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
CONTENT AREA / STRAND	NC.YP.ESD.	**Emotional and Social Development (ESD) – Younger Preschoolers – Younger Preschoolers**
STRAND / ESSENTIAL STANDARD		**Developing a Sense of Self with Others**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-3:	**Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.**
CLARIFYING OBJECTIVE	ESD-3m:	Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem-solving, and approval). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.6 Manages separations without distress and engages with trusted adults**
CLARIFYING OBJECTIVE	ESD-3n:	Show affection for adults they are close to. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.6 Manages separations without distress and engages with trusted adults**
CLARIFYING OBJECTIVE	ESD-3o:	Given time, form positive relationships with new teachers or caregivers. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.6 Manages separations without distress and engages with trusted adults**
CLARIFYING OBJECTIVE	ESD-3p:	Show ease and comfort in their interactions with familiar adults. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.6 Manages separations without distress and engages with trusted adults**

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CONTENT AREA / STRAND	NC.YP.ESD.	Emotional and Social Development (ESD) – Younger Preschoolers – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Developing a Sense of Self with Others
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-4:	Children form relationships and interact positively with other children.
CLARIFYING OBJECTIVE	ESD-4k:	Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing). *GOLD*® Objectives for Development and Learning • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Take turns • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.4 Seeks adult help to resolve social problems
CLARIFYING OBJECTIVE	ESD-4l:	Form and maintain friendships with a few other children. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.4 Plays with one or two preferred playmates
CLARIFYING OBJECTIVE	ESD-4m:	Identify another child as a friend. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.4 Plays with one or two preferred playmates
CLARIFYING OBJECTIVE	ESD-4n:	Approach other children easily, expecting positive interactions. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
CLARIFYING OBJECTIVE	ESD-4o:	Show ease and comfort in their interactions with familiar children. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
CONTENT AREA / STRAND	NC.YP.ESD.	Emotional and Social Development (ESD) – Younger Preschoolers – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Developing a Sense of Self with Others
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-5:	Children demonstrate the social and behavioral skills needed to successfully participate in groups.

CLARIFYING OBJECTIVE	ESD-5k:	Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. _GOLD® Objectives for Development and Learning_ • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
CLARIFYING OBJECTIVE	ESD-5l:	Often make requests clearly and effectively. _GOLD® Objectives for Development and Learning_ • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Takes turns
CLARIFYING OBJECTIVE	ESD-5m:	Show awareness that their actions affect others (move carefully around classmate's block structure). _GOLD® Objectives for Development and Learning_ • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
CLARIFYING OBJECTIVE	ESD-5n:	Wait for a short time to get what they want (a turn with a toy, a snack). _GOLD® Objectives for Development and Learning_ • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
CLARIFYING OBJECTIVE	ESD-5o:	Work to resolve conflicts effectively, with guidance and support. _GOLD® Objectives for Development and Learning_ • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.4 Seeks adult help to resolve social problems
CLARIFYING OBJECTIVE	ESD-5p:	Notice and accept similarities and differences among all people, including people with disabilities and those from different cultures. _GOLD® Objectives for Development and Learning_ • Objective 30 Shows basic understanding of people and how they live
CONTENT AREA / STRAND	NC.YP.ESD.	Emotional and Social Development (ESD) – Younger Preschoolers – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Learning about Feelings
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-6:	Children identify, manage, and express their feelings.

CLARIFYING OBJECTIVE	ESD-6l:	Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors a. Manages feelings** Objective **1a.6 Is able to look at a situation differently or delay gratification**
CLARIFYING OBJECTIVE	ESD-6m:	Use a variety of words or signs to express and manage feelings more clearly. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors a. Manages feelings** Objective **1a.6 Is able to look at a situation differently or delay gratification**
CLARIFYING OBJECTIVE	ESD-6n:	Describe reasons for their feelings ("I'm sad because Grandma's leaving." "That makes me mad when you do that!"). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors a. Manages feelings** Objective **1a.6 Is able to look at a situation differently or delay gratification**
CONTENT AREA / STRAND	NC.YP.ESD.	**Emotional and Social Development (ESD) – Younger Preschoolers – Younger Preschoolers**
STRAND / ESSENTIAL STANDARD		**Learning about Feelings**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-7:	**Children recognize and respond to the needs and feelings of others.**
CLARIFYING OBJECTIVE	ESD-7j:	Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.4 Demonstrates concern about the feelings of others**
CLARIFYING OBJECTIVE	ESD-7k:	Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?"). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.4 Demonstrates concern about the feelings of others**

CLARIFYING OBJECTIVE	ESD-7l:	Offer help to meet the needs of others (pick up item someone dropped; help another child who is having trouble building a block tower). **GOLD® Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.4 Demonstrates concern about the feelings of others**
CLARIFYING OBJECTIVE	ESD-7m:	Show awareness that other people have different feelings ("I like raisins but he doesn't." "I'm scared on that ride but she isn't."). **GOLD® Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.8 Recognizes that others' feelings about a situation might be different from his own**
CONTENT AREA / STRAND	**NC.YP.HPD.**	**Health and Physical Development (HPD) – Younger Preschoolers**
STRAND / ESSENTIAL STANDARD		**Physical Health and Growth**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**HPD-1:**	**Children develop healthy eating habits.**
CLARIFYING OBJECTIVE	HPD-1p:	Try new foods. **GOLD® Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-1q:	Feed themselves with utensils independently. **GOLD® Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-1r:	Communicate that some foods are good for them (fresh fruits, vegetables, milk) and some are not healthy (potato chips, soda). **GOLD® Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CONTENT AREA / STRAND	**NC.YP.HPD.**	**Health and Physical Development (HPD) – Younger Preschoolers**
STRAND / ESSENTIAL STANDARD		**Physical Health and Growth**

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-2:	Children engage in active physical play indoors and outdoors.
CLARIFYING OBJECTIVE	HPD-2k:	Develop strength and stamina by spending moderate periods of time playing vigorously. *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.6** Moves purposefully from place to place with control
CLARIFYING OBJECTIVE	HPD-2l:	Choose a variety of structured and unstructured physical activities indoors and outdoors. *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.6** Moves purposefully from place to place with control • Objective **5** Demonstrates balancing skills Objective **5.6** Sustains balance during simple movement experiences • Objective **6** Demonstrates gross-motor manipulative skills Objective **6.6** Manipulates balls or similar objects with flexible body movements
CLARIFYING OBJECTIVE	HPD-2m:	Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching). *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.6** Moves purposefully from place to place with control • Objective **6** Demonstrates gross-motor manipulative skills Objective **6.6** Manipulates balls or similar objects with flexible body movements
CLARIFYING OBJECTIVE	HPD-2n:	Transition from active to quiet activities with limited guidance and support. *GOLD*® Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors b. Follows limits and expectations Objective **1b.6** Manages classroom rules, routines, and transitions with occasional reminders
CONTENT AREA / STRAND	NC.YP.HPD.	Health and Physical Development (HPD) – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Physical Health and Growth
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-3:	Children develop healthy sleeping habits.
CLARIFYING OBJECTIVE	HPD-3i:	Recognize and communicate signs of being tired. *GOLD*® Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective **1c.6** Demonstrates confidence in meeting own needs

CLARIFYING OBJECTIVE	HPD-3j:	With increasing independence, start and participate in sleep routines. *GOLD®* **Objectives for Development and Learning** • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective **1c.6** Demonstrates confidence in meeting own needs
CONTENT AREA / STRAND	**NC.YP.HPD.**	**Health and Physical Development (HPD) – Younger Preschoolers**
STRAND / ESSENTIAL STANDARD		**Motor Development**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**HPD-4:**	**Children develop the large muscle control and abilities needed to move through and explore their environment.**
CLARIFYING OBJECTIVE	HPD-4l:	Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps. *GOLD®* **Objectives for Development and Learning** • Objective **4** Demonstrates traveling skills Objective **4.6** Moves purposefully from place to place with control • Objective **5** Demonstrates balancing skills Objective **5.6** Sustains balance during simple movement experiences
CLARIFYING OBJECTIVE	HPD-4m:	Refine movements and show generally good coordination (e.g., throwing and catching). *GOLD®* **Objectives for Development and Learning** • Objective **6** Demonstrates gross-motor manipulative skills Objective **6.6** Manipulates balls or similar objects with flexible body movements
CLARIFYING OBJECTIVE	HPD-4n:	Use a variety of toys and equipment that enhance gross motor development (balls, slides, pedaling toys, assistive technology). *GOLD®* **Objectives for Development and Learning** • Objective **4** Demonstrates traveling skills Objective **4.6** Moves purposefully from place to place with control • Objective **5** Demonstrates balancing skills Objective **5.6** Sustains balance during simple movement experiences • Objective **6** Demonstrates gross-motor manipulative skills Objective **6.6** Manipulates balls or similar objects with flexible body movements
CLARIFYING OBJECTIVE	HPD-4o:	Move their bodies in space with good coordination (running, hopping in place, galloping). *GOLD®* **Objectives for Development and Learning** • Objective **4** Demonstrates traveling skills Objective **4.6** Moves purposefully from place to place with control • Objective **5** Demonstrates balancing skills Objective **5.6** Sustains balance during simple movement experiences
CONTENT AREA / STRAND	**NC.YP.HPD.**	**Health and Physical Development (HPD) – Younger Preschoolers**
STRAND / ESSENTIAL STANDARD		**Motor Development**

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-5:	Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.
CLARIFYING OBJECTIVE	HPD-5j:	Draw simple shapes and figures (square for block, circles). *GOLD®* Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
CLARIFYING OBJECTIVE	HPD-5k:	Engage in activities that require hand-eye coordination (build with manipulatives, mold Play-Doh®, work puzzles with smaller pieces). *GOLD®* Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
CLARIFYING OBJECTIVE	HPD-5l:	Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, and adapted tools). *GOLD®* Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
CONTENT AREA / STRAND	NC.YP.HPD.	Health and Physical Development (HPD) – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Self-Care
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-6:	Children develop awareness of their needs and the ability to communicate their needs.
CLARIFYING OBJECTIVE	HPD-6g:	Use words or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active). *GOLD®* Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CLARIFYING OBJECTIVE	HPD-6h:	Use different strategies to calm themselves when needed (self-talk, deep breathing, cozy corner). *GOLD®* Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
CONTENT AREA / STRAND	NC.YP.HPD.	Health and Physical Development (HPD) – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Self-Care

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-7:	Children develop independence in caring for themselves and their environment.
CLARIFYING OBJECTIVE	HPD-7j:	Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. *GOLD®* Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-7k:	Dress and undress themselves with occasional assistance. *GOLD®* Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-7l:	Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow). *GOLD®* Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-7m:	Serve food for them-selves. *GOLD®* Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-7n:	Help with routine care of the indoor and outdoor learning environment (recycle, care for garden). *GOLD®* Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-7o:	Name people who help children stay healthy. *GOLD®* Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
CONTENT AREA / STRAND	NC.YP.HPD.	Health and Physical Development (HPD) – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Safety Awareness

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ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-8:	Children develop awareness of basic safety rules and begin to follow them.
CLARIFYING OBJECTIVE	HPD-8i:	Know what their bodies can do, and play within their abilities to avoid injury to self or others. *GOLD®* Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-8j:	Usually recognize and avoid objects and situations that might cause harm. *GOLD®* Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-8k:	Usually follow basic safety rules. *GOLD®* Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-8l:	Call a trusted adult when someone gets injured or is in an unsafe situation. *GOLD®* Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CONTENT AREA / STRAND	NC.YP.LDC.	Language Development and Communication (LDC) – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-1:	Children understand communications from others.
CLARIFYING OBJECTIVE	LDC-1k:	Show understanding of increasingly complex sentences. **No Correlations**
CLARIFYING OBJECTIVE	LDC-1l:	With prompting and support, respond to requests for information or action. *GOLD®* Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective **8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories**

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CLARIFYING OBJECTIVE	LDC-1m:	Follow simple multistep directions with visual cues if needed. _GOLD®_ **Objectives for Development and Learning** • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective **8b.6 Follows directions of two or more steps that relate to familiar objects and experiences**
CONTENT AREA / STRAND	**NC.YP.LDC.**	**Language Development and Communication (LDC) – Younger Preschoolers**
STRAND / ESSENTIAL STANDARD		**Learning to Communicate**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**LDC-2:**	**Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.**
CLARIFYING OBJECTIVE	LDC-2i:	Demonstrate an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). _GOLD®_ **Objectives for Development and Learning** • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective **10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating**
CLARIFYING OBJECTIVE	LDC-2j:	Initiate and carry on conversations, and ask questions about things that interest them. _GOLD®_ **Objectives for Development and Learning** • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective **10a.6 Engages in conversations of at least three exchanges**
CLARIFYING OBJECTIVE	LDC-2k:	With prompting and support, make comments and ask questions related to the topic of discussion. _GOLD®_ **Objectives for Development and Learning** • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective **10a.5 Emerging to 10a.6 Engages in conversations of at least three exchanges**
CONTENT AREA / STRAND	**NC.YP.LDC.**	**Language Development and Communication (LDC) – Younger Preschoolers**
STRAND / ESSENTIAL STANDARD		**Learning to Communicate**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**LDC-3:**	**Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.**

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CLARIFYING OBJECTIVE	LDC-3d:	Answer longer questions using more detail. _GOLD®_ Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
CLARIFYING OBJECTIVE	LDC-3e:	Use sentences or questions to ask for things (people, actions, objects, and pets) or gain information. _GOLD®_ Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
CONTENT AREA / STRAND	NC.YP.LDC.	Language Development and Communication (LDC) – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-4:	Children speak audibly and express thoughts, feelings, and ideas clearly.
CLARIFYING OBJECTIVE	LDC-4h:	Communicate messages with expression, tone, and inflection appropriate to the situation. _GOLD®_ Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words
CLARIFYING OBJECTIVE	LDC-4i:	Speak clearly enough to be understood by familiar adults and children. _GOLD®_ Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words
CONTENT AREA / STRAND	NC.YP.LDC.	Language Development and Communication (LDC) – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-5:	Children describe familiar people, places, things, and events.
CLARIFYING OBJECTIVE	LDC-5d:	Talk to themselves and others about what they are "working on," what they are doing, routines, and events of the day. _GOLD®_ Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items

CLARIFYING OBJECTIVE	LDC-5e:	Describe experiences and create or retell short narratives. _GOLD_® **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs d. Tells about another time or place** Objective 9d.4 Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end
CONTENT AREA / STRAND	**NC.YP.LDC.**	**Language Development and Communication (LDC) – Younger Preschoolers**
STRAND / ESSENTIAL STANDARD		**Learning to Communicate**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**LDC-6:**	**Children use most grammatical constructions of their home language well.**
CLARIFYING OBJECTIVE	LDC-6g:	Communicate in longer sentences and use more conventional grammar in their home language (plurals, tenses, prepositions). _GOLD_® **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly
CLARIFYING OBJECTIVE	LDC-6h:	Make grammatical errors that follow language rules (say, "mouse's" instead of "mice"). _GOLD_® **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly
CONTENT AREA / STRAND	**NC.YP.LDC.**	**Language Development and Communication (LDC) – Younger Preschoolers**
STRAND / ESSENTIAL STANDARD		**Learning to Communicate**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**LDC-7:**	**Children respond to and use a growing vocabulary.**
CLARIFYING OBJECTIVE	LDC-7k:	Repeat familiar songs, chants, or rhymes. _GOLD_® **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective 9a.6 Describes and tells the use of many familiar items

CLARIFYING OBJECTIVE	LDC-7l:	Use more than one word for the same object and use words for parts of objects (e.g., dog, beagle, Rover; arm, leg). *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.6 Describes and tells the use of many familiar items**
CLARIFYING OBJECTIVE	LDC-7m:	Make up names for things using words they know (e.g., dog doctor for veterinarian). *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.6 Describes and tells the use of many familiar items**
CLARIFYING OBJECTIVE	LDC-7n:	Use many kinds of cues in the environment to figure out what words mean. *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.5 Emerging to 9a.6 Describes and tells the use of many familiar items**
CONTENT AREA / STRAND	NC.YP.LDC.	Language Development and Communication (LDC) – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-8:	Children develop interest in books and motivation to read.
CLARIFYING OBJECTIVE	LDC-8j:	Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story). *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts b. Uses emergent reading skills** Objective **18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues**
CLARIFYING OBJECTIVE	LDC-8k:	Show an interest in books, other print, and reading-related activities. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts b. Uses emergent reading skills** Objective **18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues**

CLARIFYING OBJECTIVE	LDC-8l:	Listen to and discuss storybooks, simple information books, and poetry. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts b. Uses emergent reading skills** **Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues**
CONTENT AREA / STRAND	**NC.YP.LDC.**	**Language Development and Communication (LDC) – Younger Preschoolers**
STRAND / ESSENTIAL STANDARD		**Foundations for Reading**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**LDC-9:**	**Children comprehend and use information presented in books and other print media.**
CLARIFYING OBJECTIVE	LDC-9i:	Imitate the special language in storybooks and story dialogue with some accuracy and detail. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts b. Uses emergent reading skills** **Objective 18b.3 Emerging 18b.4 Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult**
CLARIFYING OBJECTIVE	LDC-9j:	With prompting and support, use books and other media that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures**
CLARIFYING OBJECTIVE	LDC-9k:	Use their knowledge of the world (what things are, how things work) to make sense of stories and information texts. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.4 Asks and answers questions about the text; refers to pictures**

CLARIFYING OBJECTIVE	LDC-9l:	Relate personal experiences to events described in familiar books, with prompting and support. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective 18a.4 Asks and answers questions about the text; refers to pictures
CLARIFYING OBJECTIVE	LDC-9m:	Ask questions about a story or the information in a book. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective 18a.4 Asks and answers questions about the text; refers to pictures
CLARIFYING OBJECTIVE	LDC-9n:	With prompting and support, discuss storybooks by responding to questions about what is happening and predicting what will happen next. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures
CONTENT AREA / STRAND	NC.YP.LDC.	Language Development and Communication (LDC) – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-10:	Children develop book knowledge and print awareness.
CLARIFYING OBJECTIVE	LDC-10h:	Hold a book upright while turning pages one by one front to back, but not always in order. *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
CLARIFYING OBJECTIVE	LDC-10i:	With prompting and support, recognize print occurs in different forms and is used for a variety of functions (sign naming block structure, "message" on card for family member). *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses b. Uses print concepts** Objective 17b.2 Shows understanding that text is meaningful and can be read

CLARIFYING OBJECTIVE	LDC-10j:	Demonstrate an understanding that print can tell people what to do (such as print and symbols to organize classroom activities—where to store things, when they will have a turn). *GOLD*® Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
CONTENT AREA / STRAND	NC.YP.LDC.	Language Development and Communication (LDC) – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-11:	Children develop phonological awareness.
CLARIFYING OBJECTIVE	LDC-11f:	Participate in experiences with songs, poems, and books that have rhyme and wordplay, and learn words well enough to complete refrains and fill in missing words and sounds. *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective **15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously**
CLARIFYING OBJECTIVE	LDC-11g:	Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. *GOLD*® Objectives for Development and Learning • Objective **23 Demonstrates knowledge of patterns** **Objective 23.4 Copies simple repeating patterns**
CLARIFYING OBJECTIVE	LDC-11h:	Play with the sounds of language and begin to identify rhymes (make up silly-sounding words, repeat rhyming words). *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective **15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously**
CONTENT AREA / STRAND	NC.YP.LDC.	Language Development and Communication (LDC) – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-12:	Children begin to develop knowledge of the alphabet and the alphabetic principle.

CLARIFYING OBJECTIVE	LDC-12b:	Demonstrate an interest in learning the alphabet. *GOLD*® Objectives for Development and Learning • Objective **16** Demonstrates knowledge of the alphabet a. Identifies and names letters Objective **16a.2** Recognizes and names a few letters in own name
CLARIFYING OBJECTIVE	LDC-12c:	Recognize letters of the alphabet as a special category of print, different from pictures, shapes, and numerals. *GOLD*® Objectives for Development and Learning • Objective **16** Demonstrates knowledge of the alphabet a. Identifies and names letters Objective **16a.2** Recognizes and names a few letters in own name
CLARIFYING OBJECTIVE	LDC-12d:	Recognize and name some letters of the alphabet, especially those in their own name. *GOLD*® Objectives for Development and Learning • Objective **16** Demonstrates knowledge of the alphabet a. Identifies and names letters Objective **16a.2** Recognizes and names a few letters in own name
CONTENT AREA / STRAND	NC.YP.LDC.	Language Development and Communication (LDC) – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Foundations for Writing
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-13:	Children use writing and other symbols to record information and communicate for a variety of purposes.
CLARIFYING OBJECTIVE	LDC-13c:	Represent thoughts and ideas through marks, scribbles, drawings, and paintings (draw a picture of something they did during the day, indicate what they want for lunch with a mark under the picture of the food they want). *GOLD*® Objectives for Development and Learning • Objective **19** Demonstrates writing skills b. Writes to convey ideas and information Objective **19b.4** Uses drawing, dictation, and controlled linear scribbles to convey a message
CLARIFYING OBJECTIVE	LDC-13d:	With prompting and support, communicate their thoughts for an adult to write. *GOLD*® Objectives for Development and Learning • *GOLD*® Objectives for Development and Learning • Objective **19** Demonstrates writing skills b. Writes to convey ideas and information Objective **19b.4** Uses drawing, dictation, and controlled linear scribbles to convey a message
CLARIFYING OBJECTIVE	LDC-13e:	Engage in writing behaviors that imitate real-life situations (e.g., make marks to take food order during pretend restaurant play). *GOLD*® Objectives for Development and Learning • Objective **19** Demonstrates writing skills b. Writes to convey ideas and information Objective **19b.4** Uses drawing, dictation, and controlled linear scribbles to convey a message

CONTENT AREA / STRAND	NC.YP.LDC.	Language Development and Communication (LDC) – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Foundations for Writing
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-14:	Children use knowledge of letters in their attempts to write.
CLARIFYING OBJECTIVE	LDC-14a:	Begin to use letters and approximations of letters to write their name. *GOLD*® **Objectives for Development and Learning** • Objective 19 Demonstrates writing skills a. Writes name Objective **19a.6 Writes mock letters or letter-like forms**
CLARIFYING OBJECTIVE	LDC-14b:	How they know that written words are made up of particular letters (point to the first letter of their own name, find the first letter of their own name in a list of letters). *GOLD*® **Objectives for Development and Learning** • Objective 19 Demonstrates writing skills a. Writes name Objective **19a.6 Writes mock letters or letter-like forms**
CONTENT AREA / STRAND	NC.YP.LDC.	Language Development and Communication (LDC) – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Foundations for Writing
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-15:	Children use writing skills and conventions.
CLARIFYING OBJECTIVE	LDC-15f:	Use a variety of writing tools and materials with purpose and control (pencils, chalk, markers, crayons, paintbrushes, finger paint, and computers). *GOLD*® **Objectives for Development and Learning** • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective **7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks**
CLARIFYING OBJECTIVE	LDC-15g:	Make marks they call "writing" that look different from drawings (vertical series of marks for a "grocery list," horizontal line of marks for a "story"). *GOLD*® **Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
CLARIFYING OBJECTIVE	LDC-15h:	Play with writing letters and make letter-like forms. *GOLD*® **Objectives for Development and Learning** • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
CONTENT AREA / STRAND	NC.YP.CD.	Cognitive Development (CD) – Younger Preschoolers

STRAND / ESSENTIAL STANDARD		Construction of Knowledge: Thinking and Reasoning
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-1:	Children use their senses to construct knowledge about the world around them.
CLARIFYING OBJECTIVE	CD-1h:	Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). *GOLD*® Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective **11d.4** Explores and investigates ways to make something happen
CLARIFYING OBJECTIVE	CD-1i:	Express knowledge gathered through their senses using play, art, language, and other forms of representation. *GOLD*® Objectives for Development and Learning • Objective **14** Uses symbols and images to represent something not present a. Thinks symbolically Objective **14a.4** Draws or constructs, and then identifies what it is
CLARIFYING OBJECTIVE	CD-1j:	Group familiar objects that go together (shoe and sock, brush and paint, hammer and nail). *GOLD*® Objectives for Development and Learning • Objective **13** Uses classification skills Objective **13.4** Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
CONTENT AREA / STRAND	NC.YP.CD.	Cognitive Development (CD) – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Construction of Knowledge: Thinking and Reasoning
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-2:	Children recall information and use it for new situations and problems.
CLARIFYING OBJECTIVE	CD-2o:	Recognize whether a picture or object is the same as or different from something they have seen before. *GOLD*® Objectives for Development and Learning • Objective **12** Remembers and connects experiences a. Recognizes and recalls Objective **12a.4** Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
CLARIFYING OBJECTIVE	CD-2p:	Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus). *GOLD*® Objectives for Development and Learning • Objective **12** Remembers and connects experiences b. Makes connections Objective **12b.6** Draws on everyday experiences and applies this knowledge to a similar situation

CLARIFYING OBJECTIVE	CD-2q:	Describe or act out a memory of a situation or action, with adult support. *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**
CLARIFYING OBJECTIVE	CD-2r:	Make predictions about what will happen using what they know. *GOLD*® Objectives for Development and Learning • Objective **12b.6 Draws on everyday experiences and applies this knowledge to a similar situation**
CLARIFYING OBJECTIVE	CD-2s:	Introduce ideas or actions in play based on previous knowledge or experience. *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**
CLARIFYING OBJECTIVE	CD-2t:	Ask questions about why things happen and try to understand cause and effect. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.4 Explores and investigates ways to make something happen**
CONTENT AREA / STRAND	**NC.YP.CD.**	**Cognitive Development (CD) – Younger Preschoolers**
STRAND / ESSENTIAL STANDARD		**Construction of Knowledge: Thinking and Reasoning**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**CD-3:**	**Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.**
CLARIFYING OBJECTIVE	CD-3f:	Use languages to identify pretend or fantasy situations (say, "Let's pretend we're going on a trip." "That's a pretend story."). *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**

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CLARIFYING OBJECTIVE	CD-3g:	Use words like "think" and "know" to talk about thoughts and beliefs. *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.6 Describes and tells the use of many familiar items**
CLARIFYING OBJECTIVE	CD-3h:	Recognize that beliefs and desires can determine what people do (e.g., a person will look for a missing object based on where they think it is rather than where it actually is). *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
CONTENT AREA / STRAND	**NC.YP.CD.**	**Cognitive Development (CD) – Younger Preschoolers**
STRAND / ESSENTIAL STANDARD		**Creative Expression**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**CD-4:**	**Children demonstrate appreciation for different forms of artistic expression.**
CLARIFYING OBJECTIVE	CD-4g:	Express pleasure in different forms of art (calls something "pretty," express preferences, choose to look at book of photographs or listen to music again). *GOLD*® Objectives for Development and Learning • Objective **33 Explores the visual arts** • Objective **34 Explores musical concepts and expression**
CLARIFYING OBJECTIVE	CD-4h:	Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). *GOLD*® Objectives for Development and Learning • Objective **33 Explores the visual arts** • Objective **34 Explores musical concepts and expression** • Objective **35 Explores dance and movement concepts** • Objective **36 Explores drama through actions and language**
CONTENT AREA / STRAND	**NC.YP.CD.**	**Cognitive Development (CD) – Younger Preschoolers**
STRAND / ESSENTIAL STANDARD		**Creative Expression**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**CD-5:**	**Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.**

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CLARIFYING OBJECTIVE	CD-5m:	Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. *GOLD*® Objectives for Development and Learning • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts • Objective 36 Explores drama through actions and language
CLARIFYING OBJECTIVE	CD-5n:	Show creativity and imagination when using materials and assuming roles during pretend play. *GOLD*® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
CLARIFYING OBJECTIVE	CD-5o:	Explore the properties of art materials and use them with purpose to draw, paint, sculpt, and create in other ways. *GOLD*® Objectives for Development and Learning • Objective 33 Explores the visual arts
CLARIFYING OBJECTIVE	CD-5p:	Show awareness of different musical instruments, rhythms, and tonal patterns as they make music or participate in music activities. *GOLD*® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
CLARIFYING OBJECTIVE	CD-5q:	Show awareness of various patterns of beat, rhythm, and movement through music and dance activities. *GOLD*® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts
CONTENT AREA / STRAND	NC.YP.CD.	Cognitive Development (CD) – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Social Connections
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-6:	Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.
CLARIFYING OBJECTIVE	CD-6h:	Talk about close family members, name their relationships to each other, and describe family routines ("Marika is my sister." "My grandma takes care of me at night."). *GOLD*® Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self

CLARIFYING OBJECTIVE	CD-6i:	Adopt roles of family and community members during play, given support and realistic props. *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
CLARIFYING OBJECTIVE	CD-6j:	Recognize and identify the roles of some community helpers (police, fire fighters, garbage collectors). *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
CONTENT AREA / STRAND	**NC.YP.CD.**	**Cognitive Development (CD) – Younger Preschoolers**
STRAND / ESSENTIAL STANDARD		**Social Connections**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**CD-7:**	**Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).**
CLARIFYING OBJECTIVE	CD-7d:	Identify self as a part of a specific family, preschool class, or other familiar group (e.g., point to picture and say, "That's my family," or "I'm in Ms. Emily's class."). *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
CONTENT AREA / STRAND	**NC.YP.CD.**	**Cognitive Development (CD) – Younger Preschoolers**
STRAND / ESSENTIAL STANDARD		**Social Connections**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**CD-8:**	**Children identify and demonstrate acceptance of similarities and differences between themselves and others.**
CLARIFYING OBJECTIVE	CD-8d:	Show acceptance of people who are different from themselves as well as people who are similar. *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
CLARIFYING OBJECTIVE	CD-8e:	Given support and guidance, explore different cultural practices during play and planned activities. *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
CONTENT AREA / STRAND	**NC.YP.CD.**	**Cognitive Development (CD) – Younger Preschoolers**
STRAND / ESSENTIAL STANDARD		**Social Connections**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**CD-9:**	**Children explore concepts connected with their daily experiences in their community.**

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CLARIFYING OBJECTIVE	CD-9b:	Describe characteristics of the places where they live and play (say, "My house is big and there are trees in my yard." "The playground has swings and a sandbox.").
		GOLD® **Objectives for Development and Learning** • **Objective 32 Demonstrates simple geographic knowledge**
CLARIFYING OBJECTIVE	CD-9c:	Notice changes that happen over time (seasons, self or others growing bigger). *GOLD*® **Objectives for Development and Learning** • **Objective 31 Explores change related to familiar people or places**
CLARIFYING OBJECTIVE	CD-9d:	Notice and talk about weather conditions. *GOLD*® **Objectives for Development and Learning** • **Objective 32 Demonstrates simple geographic knowledge**
CLARIFYING OBJECTIVE	CD-9e:	With prompting and support, participate as a member of a democratic classroom community (vote for name of class pet, wait turn to paint when easels are full). *GOLD*® **Objectives for Development and Learning** • **Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.4 Take turns**
CONTENT AREA / STRAND	**NC.YP.CD.**	**Cognitive Development (CD) – Younger Preschoolers**
STRAND / ESSENTIAL STANDARD		**Mathematical Thinking and Expression**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**CD-10:**	**Children show understanding of numbers and quantities during play and other activities.**
CLARIFYING OBJECTIVE	CD-10j:	Rote count in order to 10 with increasing accuracy. *GOLD*® **Objectives for Development and Learning** • **Objective 20 Uses number concepts and operations a. Counts** **Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object**
CLARIFYING OBJECTIVE	CD-10k:	Count up to 5 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question "How many?" *GOLD*® **Objectives for Development and Learning** • **Objective 20 Uses number concepts and operations a. Counts** **Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object**

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CLARIFYING OBJECTIVE	CD-10l:	Compare visually two groups of objects that are obviously equal or unequal in quantity and communicate that they are the same or different, and which one has more (choose a plate with four cookies rather than a plate with one cookie). *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations b. Quantifies Objective **20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts**
CLARIFYING OBJECTIVE	CD-10m:	Show they understand that adding objects to a group will make a bigger group, and taking away objects will make a smaller group. *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations b. Quantifies Objective **20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts**
CONTENT AREA / STRAND	NC.YP.CD.	Cognitive Development (CD) – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Mathematical Thinking and Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-11:	Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.
CLARIFYING OBJECTIVE	CD-11f:	Use descriptive language for size, length, or weight (short, tall, long, heavy, big). *GOLD*® Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective **22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume**
CLARIFYING OBJECTIVE	CD-11g:	Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale). *GOLD*® Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective **22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools**
CLARIFYING OBJECTIVE	CD-11h:	Compare the size or weight of two objects and identify which one is longer/taller/heavier than the other ("That rock is heavier than this one; I can't lift it." "A snake is longer than a worm."). *GOLD*® Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective **22a.2 Makes simple comparisons between two objects**

CLARIFYING OBJECTIVE	CD-11i:	Identify familiar objects as the same or different. *GOLD*® Objectives for Development and Learning • Objective 13 Uses classification skills Objective **13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape**
CLARIFYING OBJECTIVE	CD-11j:	Sort familiar objects into categories with increasing accuracy (tools for woodworking and utensils for cooking; rectangle blocks on one shelf and square blocks on another shelf). *GOLD*® Objectives for Development and Learning • Objective 13 Uses classification skills Objective **13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape**
CLARIFYING OBJECTIVE	CD-11k:	Recognize simple repeating patterns and attempt to create them during play (repeat a movement pattern during a song, make a line of blocks in alternating colors). *GOLD*® Objectives for Development and Learning • Objective 23 Demonstrates knowledge of patterns Objective **23.4 Copies simple repeating patterns**
CONTENT AREA / STRAND	NC.YP.CD.	Cognitive Development (CD) – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Mathematical Thinking and Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-12:	Children identify and use common shapes and concepts about position during play and other activities.
CLARIFYING OBJECTIVE	CD-12h:	Show they understand positions in space by using position words during play and by following directions from an adult (say, "Stand behind the chair." "Put the ball in the box."). *GOLD*® Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective **21a.4 Follows simple directions related to proximity (beside, between, next to)**
CLARIFYING OBJECTIVE	CD-12i:	Use 2- and 3-dimensional shapes to create pictures, designs, or structures. *GOLD*® Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective **21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation**

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CLARIFYING OBJECTIVE	CD-12j:	Find shapes in the environment and describe them in their own words. *GOLD*® **Objectives for Development and Learning** • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective **21b.4 Identifies a few basic shapes (circle, square, triangle)**
CONTENT AREA / STRAND	**NC.YP.CD.**	**Cognitive Development (CD) – Younger Preschoolers**
STRAND / ESSENTIAL STANDARD		**Mathematical Thinking and Expression**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**CD-13:**	**Children use mathematical thinking to solve problems in their everyday environment.**
CLARIFYING OBJECTIVE	CD-13b:	Seek answers to questions by using mathematical thinking during play and daily activities (determine who is taller by standing next to classmate; find two smaller blocks to replace larger block). *GOLD*® **Objectives for Development and Learning** • Objective **22 Compares and measures a. Measures objects** Objective **22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume**
CLARIFYING OBJECTIVE	CD-13c:	Use observation and counting (not always correctly) to find out how many things are needed during play and other daily activities (figure out how many spoons are needed for snack, find enough dolls so each person has one when playing in the dramatic play area). *GOLD*® **Objectives for Development and Learning** • Objective **20 Uses number concepts and operations a. Counts** Objective **20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object**
CLARIFYING OBJECTIVE	CD-13d:	Use drawing and concrete materials to represent mathematical ideas (draw many circles to show "lots of people," put Popsicle® sticks in a pile to show the number of children who want crackers for snack). *GOLD*® **Objectives for Development and Learning** • Objective **14 Uses symbols and images to represent something not present a. Thinks symbolically** Objective **14a.4 Draws or constructs, and then identifies what it is**
CONTENT AREA / STRAND	**NC.YP.CD.**	**Cognitive Development (CD) – Younger Preschoolers**
STRAND / ESSENTIAL STANDARD		**Scientific Exploration and Knowledge**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**CD-14:**	**Children observe and describe characteristics of living things and the physical world.**

CLARIFYING OBJECTIVE	CD-14e:	Participate in the care of living things, with guidance and support (water plants, help to feed classroom pet). *GOLD*® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
CLARIFYING OBJECTIVE	CD-14f:	Notice and react to the natural world and the outdoor environment. *GOLD*® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things • Objective 27 Demonstrates knowledge of Earth's environment
CLARIFYING OBJECTIVE	CD-14g:	Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behavior, and habitat. *GOLD*® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
CLARIFYING OBJECTIVE	CD-14h:	Notice and describe current weather conditions. *GOLD*® Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth's environment
CLARIFYING OBJECTIVE	CD-14i:	Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens). *GOLD*® Objectives for Development and Learning • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
CLARIFYING OBJECTIVE	CD-14j:	Participate in activities that help to care for the environment, with guidance and support (picks up trash, recycle paper). *GOLD*® Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth's environment
CONTENT AREA / STRAND	NC.YP.CD.	Cognitive Development (CD) – Younger Preschoolers
STRAND / ESSENTIAL STANDARD		Scientific Exploration and Knowledge
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-15:	Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.
CLARIFYING OBJECTIVE	CD-15i:	Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. *GOLD*® Objectives for Development and Learning • Objective 24 Uses scientific inquiry skills

CLARIFYING OBJECTIVE	CD-15j:	Observe objects, materials, and phenomena and describe what they notice (temperature, texture, size, weight, color, etc.). **26 Demonstrates knowledge of the physical properties of objects and materials**
CLARIFYING OBJECTIVE	CD-15k:	Ask questions to find out more about the natural world. *GOLD*® Objectives for Development and Learning • Objective 24 Uses scientific inquiry skills
CLARIFYING OBJECTIVE	CD-15l:	Use simple tools to investigate objects and materials, with guidance and support (magnifying glass, sifter, ramps for rolling balls and cars). *GOLD*® Objectives for Development and Learning • Objective 28 Uses tools and other technology to perform tasks
CLARIFYING OBJECTIVE	CD-15m:	Describe and predict changes that take place when mixing and manipulating materials. *GOLD*® Objectives for Development and Learning • Objective **26 Demonstrates knowledge of the physical properties of objects and materials**
CONTENT AREA / STRAND	NC.OP.APL.	Approaches to Play and Learning (APL) – Older Preschoolers – Older Preschoolers
STRAND / ESSENTIAL STANDARD		Curiosity, Information-Seeking, and Eagerness
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-1:	Children show curiosity and express interest in the world around them.
CLARIFYING OBJECTIVE	APL-1m:	Discover things that interest and amaze them and seek to share them with others. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas**
CLARIFYING OBJECTIVE	APL-1n:	Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.6 Describes and tells the use of many familiar items**
CLARIFYING OBJECTIVE	APL-1o:	Show interest in a growing range of topics, ideas, and tasks. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas**

CLARIFYING OBJECTIVE	APL-1p:	Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills). *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning b. Persists** Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
CONTENT AREA / STRAND	**NC.OP.APL.**	**Approaches to Play and Learning (APL) – Older Preschoolers – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Curiosity, Information-Seeking, and Eagerness**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**APL-2:**	**Children actively seek to understand the world around them.**
CLARIFYING OBJECTIVE	APL-2l:	Ask questions to find out more about the things that interest them, including questions about future events. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
CLARIFYING OBJECTIVE	APL-2m:	Choose among different ways to explore the environment based on past experience (use a magnifying glass that the class used before to explore something new). *GOLD*® **Objectives for Development and Learning** • Objective **12 Remembers and connects experiences b. Makes connections** Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation
CLARIFYING OBJECTIVE	APL-2n:	Use what they know from past experience to understand what is happening now (get an umbrella to go outside because it is raining). *GOLD*® **Objectives for Development and Learning** • Objective **12 Remembers and connects experiences b. Makes connections** Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation
CONTENT AREA / STRAND	**NC.OP.APL.**	**Approaches to Play and Learning (APL) – Older Preschoolers – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Play and Imagination**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**APL-3:**	**Children engage in increasingly complex play.**

CLARIFYING OBJECTIVE	APL-3r:	Develop and sustain more complex pretend play themes in cooperation with peers. *GOLD*® **Objectives for Development and Learning** • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
CLARIFYING OBJECTIVE	APL-3s:	Use more complex and varied language to share ideas and influence others during play. *GOLD*® **Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
CLARIFYING OBJECTIVE	APL-3t:	Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture). *GOLD*® **Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
CLARIFYING OBJECTIVE	APL-3u:	Demonstrate their cultural values and "rules" through play (tells another child, "That's not what mommies do."). *GOLD*® **Objectives for Development and Learning** • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
CONTENT AREA / STRAND	**NC.OP.APL.**	**Approaches to Play and Learning (APL) – Older Preschoolers – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Play and Imagination**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**APL-4:**	**Children demonstrate creativity, imagination, and inventiveness.**
CLARIFYING OBJECTIVE	APL-4l:	Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them. *GOLD*® **Objectives for Development and Learning** • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

CLARIFYING OBJECTIVE	APL-4m:	Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles. *GOLD*® **Objectives for Development and Learning** • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.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**
CLARIFYING OBJECTIVE	APL-4n:	Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** **Objective 11e.4 Uses creativity and imagination during play and routine tasks**
CLARIFYING OBJECTIVE	APL-4o:	Make up stories, songs, or dances for fun during play. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** **Objective 11e.4 Uses creativity and imagination during play and routine tasks**
CONTENT AREA / STRAND	**NC.OP.APL.**	**Approaches to Play and Learning (APL) – Older Preschoolers – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Risk-Taking, Problem-Solving, and Flexibility**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**APL-5:**	**Children are willing to try new and challenging experiences.**
CLARIFYING OBJECTIVE	APL-5o:	Express a belief that they can do things that are hard. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks**
CLARIFYING OBJECTIVE	APL-5p:	Approach new experiences independently. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks**
CLARIFYING OBJECTIVE	APL-5q:	Ask to participate in new experiences that they have observed or heard about. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks**

CLARIFYING OBJECTIVE	APL-5r:	Independently seek new challenges. _GOLD®_ **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning b. Persists** Objective **11b.6 Plans and pursues a variety of appropriately challenging tasks**
CONTENT AREA / STRAND	**NC.OP.APL.**	**Approaches to Play and Learning (APL) – Older Preschoolers – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Risk-Taking, Problem-Solving, and Flexibility**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**APL-6:**	**Children use a variety of strategies to solve problems.**
CLARIFYING OBJECTIVE	APL-6n:	Seek and make use of ideas and help from adults and peers to solve problems ("How can I make this paint get off my pants?"). _GOLD®_ **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it**
CLARIFYING OBJECTIVE	APL-6o:	Describe the steps they will use to solve a problem. _GOLD®_ **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.6 Solves problems without having to try every possibility**
CLARIFYING OBJECTIVE	APL-6p:	Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. _GOLD®_ **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.6 Solves problems without having to try every possibility**
CLARIFYING OBJECTIVE	APL-6q:	Explain how they solved a problem to another person. _GOLD®_ **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.6 Solves problems without having to try every possibility**
CONTENT AREA / STRAND	**NC.OP.APL.**	**Approaches to Play and Learning (APL) – Older Preschoolers – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Attentiveness, Effort, and Persistence**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**APL-7:**	**Children demonstrate initiative.**

CLARIFYING OBJECTIVE	APL-7h:	Show increasing independence and purpose when making choices ("I want to go to blocks."). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions**
CLARIFYING OBJECTIVE	APL-7i:	Express goals or plans and follow through on them ("I'm going to draw my house."). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions**
CONTENT AREA / STRAND	**NC.OP.APL.**	**Approaches to Play and Learning (APL) – Older Preschoolers – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Attentiveness, Effort, and Persistence**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**APL-8:**	**Children maintain attentiveness and focus.**
CLARIFYING OBJECTIVE	APL-8k:	Sometimes able to ignore irrelevant information when focusing on a task (sort multicolored wooden beads by shape). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions**
CLARIFYING OBJECTIVE	APL-8l:	Consistently remain engaged in self-directed activities. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions**
CONTENT AREA / STRAND	**NC.OP.APL.**	**Approaches to Play and Learning (APL) – Older Preschoolers – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Attentiveness, Effort, and Persistence**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**APL-9:**	**Children persist at challenging activities.**

CLARIFYING OBJECTIVE	APL-9h:	Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it**
CLARIFYING OBJECTIVE	APL-9i:	When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility**
CLARIFYING OBJECTIVE	APL-9j:	Plan and follow through on longer-term tasks (planting a seed and caring for the plant). *GOLD*® Objectives for Development and Learning • 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
CLARIFYING OBJECTIVE	APL-9k:	Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions**
CONTENT AREA / STRAND	NC.OP.ESD.	Emotional and Social Development (ESD) – Older Preschoolers
STRAND / ESSENTIAL STANDARD		Developing a Sense of Self
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-1:	Children demonstrate a positive sense of self-identity and self-awareness.
CLARIFYING OBJECTIVE	ESD-1o:	Describe themselves in concrete ways, with greater detail and accuracy ("My eyes are brown." "I am tall."). *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
CLARIFYING OBJECTIVE	ESD-1p:	Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group). *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**

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CLARIFYING OBJECTIVE	ESD-1q:	Choose to spend more time on preferred activities, and express awareness of skills they are developing. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CONTENT AREA / STRAND	**NC.OP.ESD.**	**Emotional and Social Development (ESD) – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Developing a Sense of Self**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**ESD-2:**	**Children express positive feelings about themselves and confidence in what they can do.**
CLARIFYING OBJECTIVE	ESD-2n:	Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	ESD-2o:	Express the belief that they can do many things. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	ESD-2p:	Stick with tasks even when they are challenging. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	ESD-2q:	Express opinions about their abilities in different areas ("I'm a good friend." I can run fast." "I know all my letters!"). *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
CONTENT AREA / STRAND	**NC.OP.ESD.**	**Emotional and Social Development (ESD) – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Developing a Sense of Self with Others**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**ESD-3:**	**Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.**

CLARIFYING OBJECTIVE	ESD-3q:	Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem-solving, and approval). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.8 Engages with trusted adults as resources and to share mutual interests**
CLARIFYING OBJECTIVE	ESD-3r:	Form positive relationships with new teachers or caregivers over time. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.8 Engages with trusted adults as resources and to share mutual interests**
CLARIFYING OBJECTIVE	ESD-3s:	Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.8 Engages with trusted adults as resources and to share mutual interests** **Objective 3b.4 Seeks adult help to resolve social problems**
CONTENT AREA / STRAND	**NC.OP.ESD.**	**Emotional and Social Development (ESD) – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Developing a Sense of Self with Others**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**ESD-4:**	**Children form relationships and interact positively with other children.**
CLARIFYING OBJECTIVE	ESD-4p:	Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
CLARIFYING OBJECTIVE	ESD-4q:	Form and maintain friendships with other children of diverse cultural backgrounds and abilities. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships d. Makes friends** **Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while**

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CLARIFYING OBJECTIVE	ESD-4r:	Seek and give support with children they identify as friends. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships d. Makes friends** **Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while**
CLARIFYING OBJECTIVE	ESD-4s:	Use language effectively to have conversations with other children and influence another child's behavior (negotiates sharing a toy, plan how to build a block tower together). *GOLD*® Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors**
CLARIFYING OBJECTIVE	ESD-4t:	Play and interact cooperatively with other children (work on project together, exchange ideas). *GOLD*® Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors**
CONTENT AREA / STRAND	NC.OP.ESD.	Emotional and Social Development (ESD) – Older Preschoolers
STRAND / ESSENTIAL STANDARD		Developing a Sense of Self with Others
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-5:	Children demonstrate the social and behavioral skills needed to successfully participate in groups.
CLARIFYING OBJECTIVE	ESD-5q:	Follow social rules, transitions, and routines that have been explained to them. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors b. Follows limits and expectations** **Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders**
CLARIFYING OBJECTIVE	ESD-5r:	Make requests clearly and effectively most of the time. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	ESD-5s:	Balance their own needs with those of others in the group. *GOLD*® Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors**

CLARIFYING OBJECTIVE	ESD-5t:	Anticipate consequences and plan ways to solve problems effectively, with guidance and support. *GOLD*® **Objectives for Development and Learning** • Objective **3 Participates cooperatively and constructively in group situations b. Solves social problems** **Objective 3b.5 Emerging to 3b.6 Suggest solutions to social problems**
CLARIFYING OBJECTIVE	ESD-5u:	Use a variety of strategies to solve problems and conflicts with increasing independence. *GOLD*® **Objectives for Development and Learning** • Objective **3 Participates cooperatively and constructively in group situations b. Solves social problems** **Objective 3b.6 Suggest solutions to social problems**
CLARIFYING OBJECTIVE	ESD-5v:	Express respect and caring for all people, including people with disabilities and those from different cultures. *GOLD*® **Objectives for Development and Learning** • Objective **30 Shows basic understanding of people and how they live**
CONTENT AREA / STRAND	**NC.OP.ESD.**	**Emotional and Social Development (ESD) – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Learning about Feelings**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**ESD-6:**	**Children identify, manage, and express their feelings.**
CLARIFYING OBJECTIVE	ESD-6o:	Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.6 Is able to look at a situation differently or delay gratification**
CLARIFYING OBJECTIVE	ESD-6p:	Independently manage and express feelings effectively most of the time. *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.6 Is able to look at a situation differently or delay gratification**
CLARIFYING OBJECTIVE	ESD-6q:	Use a larger vocabulary for talking about different feelings ("I'm frustrated with that puzzle!" "I'm excited about our trip."). *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.6 Is able to look at a situation differently or delay gratification**

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CLARIFYING OBJECTIVE	ESD-6r:	Give reasons for their feelings that may include thoughts and beliefs as well as outside events ("I'm happy because I wanted to win and I did."). *GOLD® Objectives for Development and Learning* • Objective **1 Regulates own emotions and behaviors a. Manages feelings** Objective **1a.6 Is able to look at a situation differently or delay gratification**
CLARIFYING OBJECTIVE	ESD-6s:	Use problem-solving strategies when feeling angry or frustrated. *GOLD® Objectives for Development and Learning* • Objective **1 Regulates own emotions and behaviors a. Manages feelings** Objective **1a.6 Is able to look at a situation differently or delay gratification**
CONTENT AREA / STRAND	NC.OP.ESD.	Emotional and Social Development (ESD) – Older Preschoolers
STRAND / ESSENTIAL STANDARD		Learning about Feelings
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-7:	Children recognize and respond to the needs and feelings of others.
CLARIFYING OBJECTIVE	ESD-7n:	Communicate understanding and empathy for others' feelings. *GOLD® Objectives for Development and Learning* • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.6 Identifies basic emotional reactions of others and their causes accurately**
CLARIFYING OBJECTIVE	ESD-7o:	Show awareness that their behavior can affect the feelings of others (say, "I didn't mean to scare you when I yelled."). *GOLD® Objectives for Development and Learning* • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.6 Identifies basic emotional reactions of others and their causes accurately**
CLARIFYING OBJECTIVE	ESD-7p:	Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support (complement each other during play, work out conflicts, show respect for opinions expressed by others). *GOLD® Objectives for Development and Learning* • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.6 Identifies basic emotional reactions of others and their causes accurately**
CONTENT AREA / STRAND	NC.OP.HPD.	Health and Physical Development (HPD) – Older Preschoolers
STRAND / ESSENTIAL STANDARD		Physical Health and Growth
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-1:	Children develop healthy eating habits.

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CLARIFYING OBJECTIVE	HPD-1p:	Try new foods. **GOLD® Objectives for Development and Learning** • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CLARIFYING OBJECTIVE	HPD-1q:	Feed themselves with utensils independently. **GOLD® Objectives for Development and Learning** • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CLARIFYING OBJECTIVE	HPD-1r:	Communicate that some foods are good for them (fresh fruits, vegetables, milk) and some are not healthy (potato chips, soda). **GOLD® Objectives for Development and Learning** • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT AREA / STRAND	NC.OP.HPD.	**Health and Physical Development (HPD) – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Physical Health and Growth**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-2:	**Children engage in active physical play indoors and outdoors.**
CLARIFYING OBJECTIVE	HPD-2o:	Develop strength and stamina by spending extended periods of time playing vigorously. **GOLD® Objectives for Development and Learning** • Objective **4** Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
CLARIFYING OBJECTIVE	HPD-2p:	Communicate ways exercise keeps us healthy and makes us feel good. **GOLD® Objectives for Development and Learning** • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

CLARIFYING OBJECTIVE	HPD-2q:	Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). *GOLD*® **Objectives for Development and Learning** • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games • Objective 5 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences • Objective **6 Demonstrates gross-motor manipulative skills** Objective **6.8 Manipulates balls or similar objects with a full range of motion**
CLARIFYING OBJECTIVE	HPD-2r:	Transition independently from active to quiet activities most of the time. *GOLD*® **Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
CONTENT AREA / STRAND	NC.OP.HPD.	Health and Physical Development (HPD) – Older Preschoolers
STRAND / ESSENTIAL STANDARD		Physical Health and Growth
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-3:	Children develop healthy sleeping habits.
CLARIFYING OBJECTIVE	HPD-3k:	Communicate ways sleep keeps us healthy and makes us feel good. *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-3l:	Independently start and participate in sleep routines most of the time. *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CONTENT AREA / STRAND	NC.OP.HPD.	Health and Physical Development (HPD) – Older Preschoolers
STRAND / ESSENTIAL STANDARD		Motor Development
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-4:	Children develop the large muscle control and abilities needed to move through and explore their environment.

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CLARIFYING OBJECTIVE	HPD-4p:	Coordinate movement of upper and lower body. _GOLD®_ **Objectives for Development and Learning** • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games • Objective 5 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences
CLARIFYING OBJECTIVE	HPD-4q:	Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). _GOLD®_ **Objectives for Development and Learning** • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games • Objective 5 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences
CLARIFYING OBJECTIVE	HPD-4r:	Move quickly through the environment and be able to stop (run fast, pedal fast). _GOLD®_ **Objectives for Development and Learning** • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
CLARIFYING OBJECTIVE	HPD-4s:	Show awareness of own body in relation to other people and objects while moving through space. _GOLD®_ **Objectives for Development and Learning** • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
CONTENT AREA / STRAND	**NC.OP.HPD.**	**Health and Physical Development (HPD) – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Motor Development**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**HPD-5:**	**Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.**
CLARIFYING OBJECTIVE	HPD-5m:	Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms). _GOLD®_ **Objectives for Development and Learning** • Objective 7 **Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools** **Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end**

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CLARIFYING OBJECTIVE	HPD-5n:	Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fastens clothing, cut shapes, put together small pieces). *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements
CLARIFYING OBJECTIVE	HPD-5o:	Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher). *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements
CONTENT AREA / STRAND	NC.OP.HPD.	Health and Physical Development (HPD) – Older Preschoolers
STRAND / ESSENTIAL STANDARD		Self-Care
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-6:	Children develop awareness of their needs and the ability to communicate their needs.
CLARIFYING OBJECTIVE	HPD-6i:	Use language to ask adults or peers specifically for the kind of help needed in a particular situation. *GOLD*® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
CLARIFYING OBJECTIVE	HPD-6j:	Consistently use strategies to calm themselves when needed. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
CONTENT AREA / STRAND	NC.OP.HPD.	Health and Physical Development (HPD) – Older Preschoolers
STRAND / ESSENTIAL STANDARD		Self-Care
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-7:	Children develop independence in caring for themselves and their environment.
CLARIFYING OBJECTIVE	HPD-7p:	Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

CLARIFYING OBJECTIVE	HPD-7q:	Dress and undress themselves independently. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-7r:	Gain independence in hygiene practices (throw tissues away and wash hands, flush toilet). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-7s:	Eat with a fork. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-7t:	Perform tasks to maintain the indoor and outdoor learning environment independently. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-7u:	Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CONTENT AREA / STRAND	**NC.OP.HPD.**	**Health and Physical Development (HPD) – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Safety Awareness**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**HPD-8:**	**Children develop awareness of basic safety rules and begin to follow them.**
CLARIFYING OBJECTIVE	HPD-8m:	Avoid potentially dangerous behaviors. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**

CLARIFYING OBJECTIVE	HPD-8n:	Consistently recognize and avoid people, objects, substances, activities, and environments that might cause harm. *GOLD®* Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-8o:	Independently follow basic safety rules. *GOLD®* Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-8p:	Identify people who can help them in the community (police, firefighter, nurse). *GOLD®* Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
CONTENT AREA / STRAND	NC.OP.LDC.	Language Development and Communication (LDC) – Older Preschoolers
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-1:	Children understand communications from others.
CLARIFYING OBJECTIVE	LDC-1n:	Show understanding of increasingly complex sentences. *GOLD®* Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective **8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories**
CLARIFYING OBJECTIVE	LDC-1o:	Respond to requests for information or action. *GOLD®* Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective **8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories**
CLARIFYING OBJECTIVE	LDC-1p:	Follow more detailed multistep directions. *GOLD®* Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language b. Follows directions** Objective **8b.8 Follows detailed, instructional, multistep directions**

CONTENT AREA / STRAND	NC.OP.LDC.	Language Development and Communication (LDC) – Older Preschoolers
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-2:	Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.
CLARIFYING OBJECTIVE	LDC-2l:	Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). _GOLD®_ Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective **10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders**
CLARIFYING OBJECTIVE	LDC-2m:	Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. _GOLD®_ Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.6 Engages in conversations of at least three exchanges
CLARIFYING OBJECTIVE	LDC-2n:	Initiate and participate in conversations related to interests of their own or the persons they are communicating with. _GOLD®_ Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.6 Engages in conversations of at least three exchanges
CLARIFYING OBJECTIVE	LDC-2o:	Participate in a group discussion, making comments and asking questions related to the topic. _GOLD®_ Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
CLARIFYING OBJECTIVE	LDC-2p:	Appreciate and use humor. _GOLD®_ Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

CONTENT AREA / STRAND	NC.OP.LDC.	Language Development and Communication (LDC) – Older Preschoolers
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-3:	Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CLARIFYING OBJECTIVE	LDC-3f:	Answer more complex questions with more explanation ("I didn't like camping out because it rained." "Emily is my friend because she's nice to me."). *GOLD®* Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
CLARIFYING OBJECTIVE	LDC-3g:	Ask specific questions to learn more about their world, understand tasks, and solve problems. *GOLD®* Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
CONTENT AREA / STRAND	NC.OP.LDC.	Language Development and Communication (LDC) – Older Preschoolers
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-4:	Children speak audibly and express thoughts, feelings, and ideas clearly.
CLARIFYING OBJECTIVE	LDC-4j:	Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. *GOLD®* Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
CLARIFYING OBJECTIVE	LDC-4k:	Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). *GOLD®* Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders

CLARIFYING OBJECTIVE	LDC-4I:	Speak clearly enough to be understood by most people. *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs b. Speaks clearly** Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words
CONTENT AREA / STRAND	**NC.OP.LDC.**	**Language Development and Communication (LDC) – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Learning to Communicate**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**LDC-5:**	**Children describe familiar people, places, things, and events.**
CLARIFYING OBJECTIVE	LDC-5f:	Describe experiences and create and/or retell longer narratives. *GOLD*® Objectives for Development and Learning • 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
CONTENT AREA / STRAND	**NC.OP.LDC.**	**Language Development and Communication (LDC) – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Learning to Communicate**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**LDC-6:**	**Children use most grammatical constructions of their home language well.**
CLARIFYING OBJECTIVE	LDC-6i:	Speak in full sentences that are grammatically correct most of the time. *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** Objective 9c.6 Uses complete, four- to six-word sentences
CONTENT AREA / STRAND	**NC.OP.LDC.**	**Language Development and Communication (LDC) – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Learning to Communicate**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**LDC-7:**	**Children respond to and use a growing vocabulary.**
CLARIFYING OBJECTIVE	LDC-7o:	Repeat familiar songs, chants, or rhymes. *GOLD*® Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

CLARIFYING OBJECTIVE	LDC-7p:	Use a growing vocabulary that includes many different kinds of words to express ideas clearly. *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.6 Describes and tells the use of many familiar items**
CLARIFYING OBJECTIVE	LDC-7q:	Infer the meaning of different kinds of new words from the context in which they are used (for example, hear "sandals" and "boots" used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots). *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.6 Describes and tells the use of many familiar items**
CONTENT AREA / STRAND	NC.OP.LDC.	Language Development and Communication (LDC) – Older Preschoolers
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-8:	Children develop interest in books and motivation to read.
CLARIFYING OBJECTIVE	LDC-8m:	Engage in reading behaviors independently with increased focus for longer periods of time. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts b. Uses emergent reading skills** Objective **18b.6 Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation**
CLARIFYING OBJECTIVE	LDC-8n:	Use and share books and print in their play. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts b. Uses emergent reading skills** Objective **18b.6 Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation**
CLARIFYING OBJECTIVE	LDC-8o:	Listen to and discuss increasingly complex storybooks, information books, and poetry. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**

CONTENT AREA / STRAND	NC.OP.LDC.	Language Development and Communication (LDC) – Older Preschoolers
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-9:	Children comprehend and use information presented in books and other print media.
CLARIFYING OBJECTIVE	LDC-9o:	Imitate the special language in storybooks and story dialogue with accuracy and detail. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**
CLARIFYING OBJECTIVE	LDC-9p:	Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**
CLARIFYING OBJECTIVE	LDC-9q:	Use knowledge of the world to make sense of more challenging texts. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**
CLARIFYING OBJECTIVE	LDC-9r:	Relate personal experiences to an increasing variety of events described in familiar and new books. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**
CLARIFYING OBJECTIVE	LDC-9s:	Ask more focused and detailed questions about a story or the information in a book. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective **18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**

CLARIFYING OBJECTIVE	LDC-9t:	Discuss storybooks by responding to questions about what is happening and predicting what will happen next. *GOLD*® **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult**
CONTENT AREA / STRAND	**NC.OP.LDC.**	**Language Development and Communication (LDC) – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Foundations for Reading**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**LDC-10:**	**Children develop book knowledge and print awareness.**
CLARIFYING OBJECTIVE	LDC-10k:	Hold a book upright while turning pages one by one from front to back. *GOLD*® **Objectives for Development and Learning** • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers**
CLARIFYING OBJECTIVE	LDC-10l:	Recognize print in different forms for a variety of functions (writing message to friend, pointing to print and saying, "Those words tell the story."). *GOLD*® **Objectives for Development and Learning** • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors**
CLARIFYING OBJECTIVE	LDC-10m:	Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity). *GOLD*® **Objectives for Development and Learning** • Objective **17 Demonstrates knowledge of print and its uses b. Uses print concepts** **Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation**

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CLARIFYING OBJECTIVE	LDC-10n:	With prompting and support, run their finger under or over print as they pretend to read text. _**GOLD® Objectives for Development and Learning**_ • Objective **17 Demonstrates knowledge of print and its uses b. Uses print concepts** Objective **17b.7 Emerging to 17b.8 Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line**
CLARIFYING OBJECTIVE	LDC-10o:	Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). _**GOLD® Objectives for Development and Learning**_ • Objective **17 Demonstrates knowledge of print and its uses b. Uses print concepts** Objective **17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation**
CLARIFYING OBJECTIVE	LDC-10p:	Identify their name and the names of some friends when they see them in print. _**GOLD® Objectives for Development and Learning**_ • Objective **16 Demonstrates knowledge of the alphabet a. Identifies and names letters** Objective **16a.4 Recognizes and names as many as 10 letters, especially those in own name**
CONTENT AREA / STRAND	**NC.OP.LDC.**	**Language Development and Communication (LDC) – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Foundations for Reading**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**LDC-11:**	**Children develop phonological awareness.**
CLARIFYING OBJECTIVE	LDC-11i:	Enjoy rhymes and wordplay, and sometimes add their own variations. _**GOLD® Objectives for Development and Learning**_ • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme** Objective **15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously**
CLARIFYING OBJECTIVE	LDC-11j:	Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables. _**GOLD® Objectives for Development and Learning**_ • Objective **23 Demonstrates knowledge of patterns** Objective **23.4 Copies simple repeating patterns**

CLARIFYING OBJECTIVE	LDC-11k:	Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words. _GOLD®_ Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective **15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously** • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective **15b.4 Shows awareness that some words begin the same way**
CLARIFYING OBJECTIVE	LDC-11l:	Associate sounds with specific words, such as awareness that different words begin with the same sound. _GOLD®_ Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective **15b.4 Shows awareness that some words begin the same way**
CONTENT AREA / STRAND	**NC.OP.LDC.**	**Language Development and Communication (LDC) – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Foundations for Reading**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**LDC-12:**	**Children begin to develop knowledge of the alphabet and the alphabetic principle.**
CLARIFYING OBJECTIVE	LDC-12e:	Demonstrate an interest in learning the alphabet. _GOLD®_ Objectives for Development and Learning • Objective **16 Demonstrates knowledge of the alphabet a. Identifies and names letters** Objective **16a.2 Recognizes and names a few letters in own name**
CLARIFYING OBJECTIVE	LDC-12f:	Show they know that letters function to represent sounds in spoken words. _GOLD®_ Objectives for Development and Learning • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective **16b.2 Identifies the sounds of a few letters**
CLARIFYING OBJECTIVE	LDC-12g:	Recognize and name several letters of the alphabet, especially those in their own name and in the names of others who are important to them. _GOLD®_ Objectives for Development and Learning • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective **16a.4 Recognizes and names as many as 10 letters, especially those in own name**

CLARIFYING OBJECTIVE	LDC-12h:	Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, "Ball"; say, " A-a-apple."). _GOLD®_ **Objectives for Development and Learning** • Objective **16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences** **Objective 16b.4 Produces the correct sounds for 10–20 letters**
CLARIFYING OBJECTIVE	LDC-12i:	Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound. _GOLD®_ **Objectives for Development and Learning** • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration** **Objective 15b.4 Shows awareness that some words begin the same way**
CONTENT AREA / STRAND	**NC.OP.LDC.**	**Language Development and Communication (LDC) – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Foundations for Writing**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**LDC-13:**	**Children use writing and other symbols to record information and communicate for a variety of purposes.**
CLARIFYING OBJECTIVE	LDC-13f:	Represent thoughts and ideas in drawings and by writing letters or letter-like forms. _GOLD®_ **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message**
CLARIFYING OBJECTIVE	LDC-13g:	Communicate their thoughts for an adult to write. _GOLD®_ **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message**
CLARIFYING OBJECTIVE	LDC-13h:	Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). _GOLD®_ **Objectives for Development and Learning** • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message**
CONTENT AREA / STRAND	**NC.OP.LDC.**	**Language Development and Communication (LDC) – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Foundations for Writing**

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-14:	Children use knowledge of letters in their attempts to write.
CLARIFYING OBJECTIVE	LDC-14c:	Use known letters and approximations of letters to write their own name and some familiar words. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.8 Writes letter strings • 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**
CLARIFYING OBJECTIVE	LDC-14d:	Try to connect the sounds in a spoken word with letters in the written word (write "M" and say, "This is Mommy."). *GOLD*® Objectives for Development and Learning • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word**
CONTENT AREA / STRAND	NC.OP.LDC.	**Language Development and Communication (LDC) – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Foundations for Writing**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-15:	Children use writing skills and conventions.
CLARIFYING OBJECTIVE	LDC-15i:	Use a variety of writing tools and materials with increasing precision. *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
CLARIFYING OBJECTIVE	LDC-15j:	Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of "words"). *GOLD*® Objectives for Development and Learning • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message**

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CLARIFYING OBJECTIVE	LDC-15k:	Use some conventional letters in their writing. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message
CONTENT AREA / STRAND	NC.YP.CD.	Cognitive Development (CD) – Older Preschoolers
STRAND / ESSENTIAL STANDARD		Construction of Knowledge: Thinking and Reasoning
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-1:	Children use their senses to construct knowledge about the world around them.
CLARIFYING OBJECTIVE	CD-1k:	Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
CLARIFYING OBJECTIVE	CD-1l:	Express knowledge gathered through their senses using play, art, language, and other forms of representation. *GOLD*® Objectives for Development and Learning • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
CLARIFYING OBJECTIVE	CD-1m:	Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real). *GOLD*® Objectives for Development and Learning • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
CLARIFYING OBJECTIVE	CD-1n:	Organize and use information through matching, grouping, and sequencing. *GOLD*® Objectives for Development and Learning • Objective 13 Uses classification skills Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
CONTENT AREA / STRAND	NC.YP.CD.	Cognitive Development (CD) – Older Preschoolers
STRAND / ESSENTIAL STANDARD		Construction of Knowledge: Thinking and Reasoning

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-2:	Children recall information and use it for new situations and problems.
CLARIFYING OBJECTIVE	CD-2u:	Demonstrate their ability to apply what they know about everyday experiences to new situations. *GOLD*® Objectives for Development and Learning • Objective **12 Remembers and connects experiences b. Makes connections** Objective **12b.6 Draws on everyday experiences and applies this knowledge to a similar situation**
CLARIFYING OBJECTIVE	CD-2v:	Describe past events in an organized way, including details or personal reactions. *GOLD*® Objectives for Development and Learning • Objective **12 Remembers and connects experiences a. Recognizes and recalls** Objective **12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view**
CLARIFYING OBJECTIVE	CD-2w:	Improve their ability to make predictions and explain why things happen using what they know. *GOLD*® Objectives for Development and Learning • Objective **12 Remembers and connects experiences b. Makes connections** Objective **12b.6 Draws on everyday experiences and applies this knowledge to a similar situation**
CLARIFYING OBJECTIVE	CD-2x:	Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience. *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes**
CLARIFYING OBJECTIVE	CD-2y:	Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.6 Shows eagerness to learn about a variety of topics and ideas**
CONTENT AREA / STRAND	NC.YP.CD.	**Cognitive Development (CD) – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Construction of Knowledge: Thinking and Reasoning**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-3:	**Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.**

CLARIFYING OBJECTIVE	CD-3i:	Use languages to identify pretend or fantasy situations (say, "Let's pretend we're going on a trip." "That's a pretend story."). *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**
CLARIFYING OBJECTIVE	CD-3j:	Express understanding that others may have different thoughts, beliefs, or feelings than their own ("I like ketchup and you don't."). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.8 Recognizes that others' feelings about a situation might be different from his own**
CLARIFYING OBJECTIVE	CD-3k:	Use language to describe their thinking processes with adult support. *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.6 Emerging to 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words**
CONTENT AREA / STRAND	**NC.YP.CD.**	**Cognitive Development (CD) – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Creative Expression**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**CD-4:**	**Children demonstrate appreciation for different forms of artistic expression.**
CLARIFYING OBJECTIVE	CD-4i:	Express pleasures in different forms of art (call something "pretty," express preferences, choose to look at book of photographs or listen to music again). *GOLD*® Objectives for Development and Learning • Objective **33 Explores the visual arts** • Objective **34 Explores musical concepts and expression**

CLARIFYING OBJECTIVE	CD-4j:	Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). *GOLD*® Objectives for Development and Learning • Objective 33 Explores the visual arts • Objective **34 Explores musical concepts and expression** • Objective **35 Explores dance and movement concepts** • Objective **36 Explores drama through actions and language**
CLARIFYING OBJECTIVE	CD-4k:	Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, "We need a stage for our puppet show."). *GOLD*® Objectives for Development and Learning • Objective 33 Explores the visual arts • Objective **34 Explores musical concepts and expression** • Objective **35 Explores dance and movement concepts** • Objective **36 Explores drama through actions and language**
CONTENT AREA / STRAND	**NC.YP.CD.**	**Cognitive Development (CD) – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Creative Expression**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**CD-5:**	**Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.**
CLARIFYING OBJECTIVE	CD-5r:	Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. *GOLD*® Objectives for Development and Learning • Objective 33 Explores the visual arts • Objective **34 Explores musical concepts and expression** • Objective **35 Explores dance and movement concepts** • Objective **36 Explores drama through actions and language**
CLARIFYING OBJECTIVE	CD-5s:	Plan and act out scenes based on books, stories, everyday life, and imagination. *GOLD*® Objectives for Development and Learning • Objective **36 Explores drama through actions and language**
CLARIFYING OBJECTIVE	CD-5t:	Plan and complete artistic creations such as drawings, paintings, collages, and sculptures. *GOLD*® Objectives for Development and Learning • Objective **33 Explores the visual arts**

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CLARIFYING OBJECTIVE	CD-5u:	Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song). *GOLD*® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
CLARIFYING OBJECTIVE	CD-5v:	Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities. *GOLD*® Objectives for Development and Learning • Objective 35 Explores dance and movement concepts
CONTENT AREA / STRAND	NC.YP.CD.	Cognitive Development (CD) – Older Preschoolers
STRAND / ESSENTIAL STANDARD		Social Connections
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-6:	Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.
CLARIFYING OBJECTIVE	CD-6k:	Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences. *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
CLARIFYING OBJECTIVE	CD-6l:	Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play. *GOLD*® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
CLARIFYING OBJECTIVE	CD-6m:	Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists). *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
CONTENT AREA / STRAND	NC.YP.CD.	Cognitive Development (CD) – Older Preschoolers
STRAND / ESSENTIAL STANDARD		Social Connections
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-7:	Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).
CLARIFYING OBJECTIVE	CD-7e:	Identify and express self as a part of several groups (e.g., family, preschool class, faith community). *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
CONTENT AREA / STRAND	NC.YP.CD.	Cognitive Development (CD) – Older Preschoolers
STRAND / ESSENTIAL STANDARD		Social Connections

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-8:	Children identify and demonstrate acceptance of similarities and differences between themselves and others.
CLARIFYING OBJECTIVE	CD-8f:	Show acceptance of people who are different from themselves as well as people who are similar. *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
CLARIFYING OBJECTIVE	CD-8g:	Talk about how other children have different family members and family structures than their own ("I live with my Grandma and Shanika lives with her Mom and Dad." "David's dad works but my Daddy stays home and takes care of me."). *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
CLARIFYING OBJECTIVE	CD-8h:	Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.). *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
CONTENT AREA / STRAND	NC.YP.CD.	Cognitive Development (CD) – Older Preschoolers
STRAND / ESSENTIAL STANDARD		Social Connections
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-9:	Children explore concepts connected with their daily experiences in their community.
CLARIFYING OBJECTIVE	CD-9f:	Describe characteristics of the places where they live and play (say, "My house is big and there are trees in my yard." "The playground has swings and a sandbox."). *GOLD*® Objectives for Development and Learning • Objective 32 Demonstrates simple geographic knowledge
CLARIFYING OBJECTIVE	CD-9g:	Observe and talk about changes in themselves and their families over time. *GOLD*® Objectives for Development and Learning • Objective 31 Explores change related to familiar people or places
CLARIFYING OBJECTIVE	CD-9h:	Observe and talk about how people adapt to seasons and weather conditions (put out salt in icy weather, wear rain gear). *GOLD*® Objectives for Development and Learning • Objective 32 Demonstrates simple geographic knowledge
CLARIFYING OBJECTIVE	CD-9i:	Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other). *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live

CLARIFYING OBJECTIVE	CD-9j:	Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, and take responsibility for classroom jobs). _GOLD®_ Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors**
CONTENT AREA / STRAND	NC.YP.CD.	Cognitive Development (CD) – Older Preschoolers
STRAND / ESSENTIAL STANDARD		Mathematical Thinking and Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-10:	Children show understanding of numbers and quantities during play and other activities.
CLARIFYING OBJECTIVE	CD-10n:	Rote count in order to 20 with increasing accuracy. _GOLD®_ Objectives for Development and Learning • Objective **20 Uses number concepts and operations a. Counts** **Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting**
CLARIFYING OBJECTIVE	CD-10o:	Without counting, state the number of objects in a small collection (1-3) (when a friend holds up two fingers, look at her hand and say, "Two fingers" without counting). _GOLD®_ Objectives for Development and Learning • Objective **20 Uses number concepts and operations b. Quantifies** **Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts**
CLARIFYING OBJECTIVE	CD-10p:	Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question "How many?" _GOLD®_ Objectives for Development and Learning • Objective **20 Uses number concepts and operations b. Quantifies** **Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many**
CLARIFYING OBJECTIVE	CD-10q:	Given a number 0-5, count out that many objects. _GOLD®_ Objectives for Development and Learning • Objective **20 Uses number concepts and operations c. Connects numerals with their quantities** **Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects**

CLARIFYING OBJECTIVE	CD-10r:	Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as "more than" and "less than" to describe the sets of objects. _GOLD®_ **Objectives for Development and Learning** • Objective **20 Uses number concepts and operations b. Quantifies** Objective **20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts**
CLARIFYING OBJECTIVE	C-10s:	Show they understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. _GOLD®_ **Objectives for Development and Learning** • Objective **20 Uses number concepts and operations b. Quantifies** Objective **20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts**
CLARIFYING OBJECTIVE	CD-10t:	Write numerals or number-like forms during play and daily activities. _GOLD®_ **Objectives for Development and Learning** • Objective **20 Uses number concepts and operations c. Connects numerals with their quantities** Objective **20c.7 Emerging to 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals**
CLARIFYING OBJECTIVE	CD-10u:	Match numerals 1-5 to sets of objects, with guidance and support. _GOLD®_ **Objectives for Development and Learning** • Objective **20 Uses number concepts and operations c. Connects numerals with their quantities** Objective **20c.3 Emerging to 20c.4 Identifies numerals to 5 by name and connects each to counted objects**
CLARIFYING OBJECTIVE	CD-10v:	Recognize some numerals and attempt to write them during play and daily activities. _GOLD®_ **Objectives for Development and Learning** • Objective **20 Uses number concepts and operations c. Connects numerals with their quantities** Objective **20c.7 Emerging to 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals**

CLARIFYING OBJECTIVE	CD-10w:	Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, "The engine is first, and the caboose is last" when making a train). *GOLD*® Objectives for Development and Learning • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.2 Knows a few ordinal numbers
CONTENT AREA / STRAND	**NC.YP.CD.**	**Cognitive Development (CD) – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Mathematical Thinking and Expression**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**CD-11:**	**Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.**
CLARIFYING OBJECTIVE	CD-11l:	Use descriptive language for size, length, or weight (short, tall, long, heavy, big). *GOLD*® Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective **22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume**
CLARIFYING OBJECTIVE	CD-11m:	Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale). *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures a. Measures objects** Objective **22a.7 Emerging to 22a.8 Uses measurement words and some standard measurement tools accurately**
CLARIFYING OBJECTIVE	CD-11n:	Directly compare more than two objects by size, length, or weight ("That rock is heavier than these others; I can't lift it." Look at three strings that are different lengths and select the longest string). *GOLD*® Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective **22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume**
CLARIFYING OBJECTIVE	CD-11o:	Put a few objects in order by length (arrange a group of 3 blocks in order from the shortest to the longest). *GOLD*® Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective **22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume**

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CLARIFYING OBJECTIVE	CD-11p:	Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color). *GOLD*® **Objectives for Development and Learning** • Objective 13 Uses classification skills Objective **13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape**
CLARIFYING OBJECTIVE	CD-11q:	Duplicate and extend simple patterns using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern). *GOLD*® **Objectives for Development and Learning** • Objective **23 Demonstrates knowledge of patterns** Objective **23.6 Extends and creates simple repeating patterns**
CONTENT AREA / STRAND	NC.YP.CD.	Cognitive Development (CD) – Older Preschoolers
STRAND / ESSENTIAL STANDARD		Mathematical Thinking and Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-12:	Children identify and use common shapes and concepts about position during play and other activities.
CLARIFYING OBJECTIVE	CD-12k:	Consistently use a variety of words for positions in space, and follow directions using these words. *GOLD*® **Objectives for Development and Learning** • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective **21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance**
CLARIFYING OBJECTIVE	CD-12l:	Use 2- and 3-dimensional shapes to represent real-world objects (say, "We are building a castle and we need a round block for the tunnel." "I glued a circle and a square on my picture to make a house."). *GOLD*® **Objectives for Development and Learning** • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective **21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation**

CLARIFYING OBJECTIVE	CD-12m:	Name basic shapes and describe their characteristics using descriptive and geometric attributes ("That's a triangle; it's pointy." "It's a circle because it's round.").
		GOLD® Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
CONTENT AREA / STRAND	**NC.YP.CD.**	**Cognitive Development (CD) – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Mathematical Thinking and Expression**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**CD-13:**	**Children use mathematical thinking to solve problems in their everyday environment.**
CLARIFYING OBJECTIVE	CD-13e:	Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies. **_GOLD_® Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
CLARIFYING OBJECTIVE	CD-13f:	Use observation and counting with increasing accuracy to answer questions such as "How many do we need?" and "How many more do we need?" during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number). **_GOLD_® Objectives for Development and Learning** • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
CLARIFYING OBJECTIVE	CD-13g:	Use drawing and concrete materials to represent an increasing variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates' answers to a survey question). **_GOLD_® Objectives for Development and Learning** • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

CLARIFYING OBJECTIVE	CD-13h:	Begin to explain how a mathematical problem was solved ("I saw that there was always a blue flower after a red flower so I knew to put a blue one next." "I counted four friends who didn't have cookies so I got four more."). _GOLD® Objectives for Development and Learning_ • Objective **20 Uses number concepts and operations b. Quantifies** **Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many**
CONTENT AREA / STRAND	NC.YP.CD.	Cognitive Development (CD) – Older Preschoolers
STRAND / ESSENTIAL STANDARD		Scientific Exploration and Knowledge
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-14:	Children observe and describe characteristics of living things and the physical world.
CLARIFYING OBJECTIVE	CD-14k:	Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture). _GOLD® Objectives for Development and Learning_ • Objective 27 Demonstrates knowledge of Earth's environment
CLARIFYING OBJECTIVE	CD-14l:	Notice and react to the natural world and the outdoor environment. _GOLD® Objectives for Development and Learning_ • Objective 27 Demonstrates knowledge of Earth's environment
CLARIFYING OBJECTIVE	CD-14m:	Describe some things plants and animals need to live and grow (sunlight, water, food). _GOLD® Objectives for Development and Learning_ • Objective **25 Demonstrates knowledge of the characteristics of living things**
CLARIFYING OBJECTIVE	CD-14n:	Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden). _GOLD® Objectives for Development and Learning_ • Objective 25 Demonstrates knowledge of the characteristics of living things
CLARIFYING OBJECTIVE	CD-14o:	Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes. _GOLD® Objectives for Development and Learning_ • Objective 27 Demonstrates knowledge of Earth's environment

CLARIFYING OBJECTIVE	CD-14p:	Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer). *GOLD*® Objectives for Development and Learning • Objective **26 Demonstrates knowledge of the physical properties of objects and materials**
CLARIFYING OBJECTIVE	CD-14q:	Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees). *GOLD*® Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth's environment
CONTENT AREA / STRAND	**NC.YP.CD.**	**Cognitive Development (CD) – Older Preschoolers**
STRAND / ESSENTIAL STANDARD		**Scientific Exploration and Knowledge**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**CD-15:**	**Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.**
CLARIFYING OBJECTIVE	CD-15n:	Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present a. Thinks symbolically** **Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas**
CLARIFYING OBJECTIVE	CD-15o:	Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens). *GOLD*® Objectives for Development and Learning • Objective 24 Uses scientific inquiry skills
CLARIFYING OBJECTIVE	CD-15p:	Compare objects, materials, and phenomena by observing and describing their physical characteristics. *GOLD*® Objectives for Development and Learning • Objective **26 Demonstrates knowledge of the physical properties of objects and materials**
CLARIFYING OBJECTIVE	CD-15q:	Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers). *GOLD*® Objectives for Development and Learning • Objective 28 Uses tools and other technology to perform tasks

CLARIFYING OBJECTIVE	CD-15r:	Make and check predictions through observations and experimentation, with adult support and guidance. *GOLD*® **Objectives for Development and Learning** • Objective **24 Uses scientific inquiry skills**
CLARIFYING OBJECTIVE	CD-15s:	Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to the light switch so they can independently turn off the lights). *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** Objective **11e.6 Changes plans if a better idea is thought of or proposed**

North Carolina Foundations for Early Learning and Development

Ages birth to 12 months, adopted 2013

CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Infants
STRAND / ESSENTIAL STANDARD		Curiosity, Information-Seeking, and Eagerness
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-1:	Children show curiosity and express interest in the world around them.
CLARIFYING OBJECTIVE	APL-1a:	Show interest in others (smile or gaze at caregiver, make sounds or move body when other person is near). *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.2 Pays attention to sights and sounds**
CLARIFYING OBJECTIVE	APL-1b:	Show interest in themselves (watch own hands, play with own feet). *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.2 Pays attention to sights and sounds**
CLARIFYING OBJECTIVE	APL-1c:	React to new sights, sounds, tastes, smells, and touches (stick out tongue at first solid food, turn head quickly when door slams). *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.2 Uses senses to explore the immediate environment**

CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Infants
STRAND / ESSENTIAL STANDARD		Curiosity, Information-Seeking, and Eagerness
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-2:	Children actively seek to understand the world around them.
CLARIFYING OBJECTIVE	APL-2a:	Explore the indoor and outdoor environment using all available senses—smell, hear, see, feel and taste. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
CLARIFYING OBJECTIVE	APL-2b:	With appropriate supports, move toward interesting people, sounds, objects, and activities. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Infants
STRAND / ESSENTIAL STANDARD		Curiosity, Information-Seeking, and Eagerness
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-3:	Children engage in increasingly complex play.
CLARIFYING OBJECTIVE	APL-3a:	Show interest in other children playing (watch, turn toward). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
CLARIFYING OBJECTIVE	APL-3b:	Imitate sounds, facial expressions, or gestures (cover face with hands, hands up for "so big"). *GOLD*® Objectives for Development and Learning • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations** **Objective 10a.2 Engages in simple back-and-forth exchanges with others**
CLARIFYING OBJECTIVE	APL-3c:	Play with simple objects, using them to make sounds and other interesting results. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.2 Repeats actions to obtain similar results**

CLARIFYING OBJECTIVE	APL-3d:	Begin to participate in give-and-take exchanges of sounds and gestures ("serve and return"). *GOLD*® Objectives for Development and Learning • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations** Objective **10a.2 Engages in simple back-and-forth exchanges with others**
CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Infants
STRAND / ESSENTIAL STANDARD		Curiosity, Information-Seeking, and Eagerness
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-4:	Children demonstrate creativity, imagination, and inventiveness.
CLARIFYING OBJECTIVE	APL-4a:	Use everyday household objects for play (spoons, pots and pans, plastic bowls). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** Objective **11e.2 Imitates others in using objects in new and/or unanticipated ways**
CLARIFYING OBJECTIVE	APL-4b:	Try a familiar action with a new object or person (try to bounce a block, wave bye-bye to a toy, and make a sound to get a new adult's attention). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning b. Persists** Objective **11b.2 Repeats actions to obtain similar results**
CLARIFYING OBJECTIVE	APL-4c:	React to unexpected events with laughter and interest. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.2 Pays attention to sights and sounds**
CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Infants
STRAND / ESSENTIAL STANDARD		Risk-Taking, Problem-Solving, and Flexibility
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-5:	Children are willing to try new and challenging experiences.
CLARIFYING OBJECTIVE	APL-5a:	Explore new experiences both indoors and outdoors (toys, foods, people, spaces) with support of a familiar trusted adult. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.2 Reacts to a problem; seeks to achieve a specific goal**

CLARIFYING OBJECTIVE	APL-5b:	Try to do things that are hard for them (stretch to reach toy, work to crawl or walk, try to capture tiny crumb with pincer grasp). _GOLD®_ **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.2 Reacts to a problem; seeks to achieve a specific goal**
CLARIFYING OBJECTIVE	APL-5c:	Look to adult for cues and when reassured, proceed. _GOLD®_ **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors b. Follows limits and expectations** Objective **1b.2 Responds to changes in an adult's tone of voice and expression**
CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Infants
STRAND / ESSENTIAL STANDARD		Risk-Taking, Problem-Solving, and Flexibility
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-6:	Children use a variety of strategies to solve problems.
CLARIFYING OBJECTIVE	APL-6a:	Try one or two strategies to get what they want (make noise, move or reach toward things, reject unwanted item). _GOLD®_ **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.2 Reacts to a problem; seeks to achieve a specific goal**
CLARIFYING OBJECTIVE	APL-6b:	Try a familiar action in a new activity (hit a button on a new toy, try to open a visitor's purse). _GOLD®_ **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.2 Reacts to a problem; seeks to achieve a specific goal**
CLARIFYING OBJECTIVE	APL-6c:	Use trial and error to get something done, get what they want, or solve simple problems. _GOLD®_ **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning c. Solves problems** Objective **11c.2 Reacts to a problem; seeks to achieve a specific goal**
CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Infants
STRAND / ESSENTIAL STANDARD		Attentiveness, Effort, and Persistence
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-7:	Children demonstrate initiative.

CLARIFYING OBJECTIVE	APL-7a:	Communicate with sounds or movements to indicate preferences (make excited sound for food they like, push away food they don't like). *GOLD®* **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.2 Indicates needs and wants; participates as adult attends to needs**
CLARIFYING OBJECTIVE	APL-7b:	Independently explore the different qualities of an object (notice the sound of a rattle, and then be drawn to the "feel" of it, exploring it with mouth or hand). *GOLD®* **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Infants
STRAND / ESSENTIAL STANDARD		Attentiveness, Effort, and Persistence
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-8:	Children maintain attentiveness and focus.
CLARIFYING OBJECTIVE	APL-8a:	Focus and attend to people and things around them. *GOLD®* **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.2 Pays attention to sights and sounds**
CLARIFYING OBJECTIVE	APL-8b:	Repeat interesting actions over and over (push button to make toy pop up). *GOLD®* **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.2 Repeats actions to obtain similar results**
CLARIFYING OBJECTIVE	APL-8c:	Notice when the expected does not happen. *GOLD®* **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.2 Repeats actions to obtain similar results**
CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Infants
STRAND / ESSENTIAL STANDARD		Attentiveness, Effort, and Persistence
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-9:	Children persist at challenging activities.

CLARIFYING OBJECTIVE	APL-9a:	Try over and over to make things happen (make sounds to get attention, work to get to something that is out of reach). *GOLD®* Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning b. Persists Objective **11b.2** Repeats actions to obtain similar results
CONTENT AREA / STRAND	**NC.ESD.**	**Emotional and Social Development (ESD) – Infants**
STRAND / ESSENTIAL STANDARD		**Developing a Sense of Self**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**ESD-1:**	**Children demonstrate a positive sense of self-identity and self-awareness.**
CLARIFYING OBJECTIVE	ESD-1a:	Show awareness of their bodies (study own hands and feet moving; use hands, mouth, and eyes in coordination to explore their bodies). *GOLD®* Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning a. Attends and engages Objective **11a.2** Pays attention to sights and sounds
CLARIFYING OBJECTIVE	ESD-1b:	Show interest in their image in a mirror (stare, smile, and reach out to touch). *GOLD®* Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning a. Attends and engages Objective **11a.2** Pays attention to sights and sounds
CLARIFYING OBJECTIVE	ESD-1c:	Respond to their name with sounds or movement. *GOLD®* Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning a. Attends and engages Objective **11a.2** Pays attention to sights and sounds
CLARIFYING OBJECTIVE	ESD-1d:	Express likes and dislikes (smile, cry, and protest). *GOLD®* Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective **1c.2** Indicates needs and wants; participates as adult attends to needs
CONTENT AREA / STRAND	**NC.ESD.**	**Emotional and Social Development (ESD) – Infants**
STRAND / ESSENTIAL STANDARD		**Developing a Sense of Self**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**ESD-2:**	**Children express positive feelings about themselves and confidence in what they can do.**

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CLARIFYING OBJECTIVE	ESD-2a:	Show they expect results from their actions (repeat loud noise to gain attention, hit toy over and over to produce sound). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.2 Repeats actions to obtain similar results**
CLARIFYING OBJECTIVE	ESD-2b:	Show pleasure at things they have done (wiggle, coo, and laugh). *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.2 Vocalizes and gestures to communicate**
CLARIFYING OBJECTIVE	ESD-2c:	Explore the environment with support from a familiar, trusted adult. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.4 Uses trusted adult as a secure base from which to explore the world**
CONTENT AREA / STRAND	NC.ESD.	**Emotional and Social Development (ESD) – Infants**
STRAND / ESSENTIAL STANDARD		**Developing a Sense of Self with Others**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-3:	**Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.**
CLARIFYING OBJECTIVE	ESD-3a:	Enjoy being held, cuddled, and talked to by familiar adults. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.2 Demonstrates a secure attachment to one or more adults**
CLARIFYING OBJECTIVE	ESD-3b:	Recognize and reach out to familiar people. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.2 Demonstrates a secure attachment to one or more adults**
CLARIFYING OBJECTIVE	ESD-3c:	Seek to be near their caregivers; stop crying when they come near. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.2 Demonstrates a secure attachment to one or more adults**

CLARIFYING OBJECTIVE	ESD-3d:	Show signs of separation anxiety when a familiar caregiver leaves. *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** Objective **2a.2 Demonstrates a secure attachment to one or more adults**
CLARIFYING OBJECTIVE	ESD-3e:	Make eye contact with others. *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** Objective **2a.2 Demonstrates a secure attachment to one or more adults**
CLARIFYING OBJECTIVE	ESD-3f:	Imitate sounds, facial expressions, or gestures they see other people do (peek-a-boo, hands up for "so big"). *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** Objective **2a.2 Demonstrates a secure attachment to one or more adults**
CONTENT AREA / STRAND	**NC.ESD.**	**Emotional and Social Development (ESD) – Infants**
STRAND / ESSENTIAL STANDARD		**Developing a Sense of Self with Others**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**ESD-4:**	**Children form relationships and interact positively with other children.**
CLARIFYING OBJECTIVE	ESD-4a:	Notice other infants and children (look at them, turn in other's direction, reach for them, and touch them). *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** Objective **2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions**
CONTENT AREA / STRAND	**NC.ESD.**	**Emotional and Social Development (ESD) – Infants**
STRAND / ESSENTIAL STANDARD		**Developing a Sense of Self with Others**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**ESD-5:**	**Children demonstrate the social and behavioral skills needed to successfully participate in groups.**
CLARIFYING OBJECTIVE	ESD-5a:	**Emerging** **No Correlations**
CONTENT AREA / STRAND	**NC.ESD.**	**Emotional and Social Development (ESD) – Infants**
STRAND / ESSENTIAL STANDARD		**Learning about Feelings**

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-6:	Children identify, manage, and express their feelings.
CLARIFYING OBJECTIVE	ESD-6a:	Express a range of emotions (happiness, sadness, fear, and anger) with their face, body, and voice. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors a. Manages feelings** Objective **1a.2 Uses adult support to calm self**
CLARIFYING OBJECTIVE	ESD-6b:	Show when they feel overwhelmed or are in distress or pain (cry, yawn, look away, extend arms or legs, arch their body, fuss). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors a. Manages feelings** Objective **1a.2 Uses adult support to calm self**
CLARIFYING OBJECTIVE	ESD-6c:	Soothe themselves (suck thumb or pacifier, shift attention, snuggles with soft toy). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors a. Manages feelings** Objective **1a.4 Comforts self by seeking out special object or person**
CONTENT AREA / STRAND	NC.ESD.	Emotional and Social Development (ESD) – Infants
STRAND / ESSENTIAL STANDARD		Learning about Feelings
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-7:	Children recognize and respond to the needs and feelings of others.
CLARIFYING OBJECTIVE	ESD-7a:	Become upset when another infant is crying. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.2 Reacts to others' emotional expressions**
CLARIFYING OBJECTIVE	ESD-7b:	Respond differently to positive vs. negative emotional expressions of others. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.2 Reacts to others' emotional expressions**
CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Infants
STRAND / ESSENTIAL STANDARD		Physical Health and Growth
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-1:	Children develop healthy eating habits.

CLARIFYING OBJECTIVE	HPD-1a:	Show interest in feeding routines. *GOLD®* Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.2 Indicates needs and wants; participates as adult attends to needs**
CLARIFYING OBJECTIVE	HPD-1b:	Help with feeding themselves (eat finger foods, hold bottle. *GOLD®* Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.2 Indicates needs and wants; participates as adult attends to needs**
CLARIFYING OBJECTIVE	HPD-1c:	Show hunger or fullness using actions, sounds, or words (cry or search for food, turn away when full). *GOLD®* Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.2 Indicates needs and wants; participates as adult attends to needs**
CLARIFYING OBJECTIVE	HPD-1d:	Show food preferences. *GOLD®* Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.2 Indicates needs and wants; participates as adult attends to needs**
CLARIFYING OBJECTIVE	HPD-1e:	Respond to different textures of food in their mouth (wait for the next bite, spit out food, turn head away). *GOLD®* Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.2 Indicates needs and wants; participates as adult attends to needs**
CLARIFYING OBJECTIVE	HPD-1f:	Eat different kinds of food such as liquids, pureed or soft foods, and finely chopped food. *GOLD®* Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.2 Indicates needs and wants; participates as adult attends to needs**
CONTENT AREA / STRAND	**NC.HPD.**	**Health and Physical Development (HPD) – Infants**
STRAND / ESSENTIAL STANDARD		**Physical Health and Growth**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**HPD-2:**	**Children engage in active physical play indoors and outdoors.**

CLARIFYING OBJECTIVE	HPD-2a:	Engage in physically active movements (spending time on their tummy, repeating actions, kicking, waving arms, rolling over). *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.2** Moves to explore immediate environment
CLARIFYING OBJECTIVE	HPD-2b:	Move their bodies to explore the indoor and outdoor environment. *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.2** Moves to explore immediate environment
CLARIFYING OBJECTIVE	HPD-2c:	Develop strength and stamina by continuing movements over short periods of time. *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.2** Moves to explore immediate environment
CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Infants
STRAND / ESSENTIAL STANDARD		Physical Health and Growth
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-3:	Children develop healthy sleeping habits.
CLARIFYING OBJECTIVE	HPD-3a:	Sleep for longer periods at a time (more at night, and less during the day). *GOLD*® Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective **1c.2** Indicates needs and wants; participates as adult attends to needs
CLARIFYING OBJECTIVE	HPD-3b:	Settle down and fall asleep after a routine that includes a familiar series of events. *GOLD*® Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective **1c.2** Indicates needs and wants; participates as adult attends to needs
CLARIFYING OBJECTIVE	HPD-3c:	Develop a personal sleep routine or pattern. *GOLD*® Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective **1c.2** Indicates needs and wants; participates as adult attends to needs
CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Infants
STRAND / ESSENTIAL STANDARD		Motor Development

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ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-4:	Children develop the large muscle control and abilities needed to move through and explore their environment.
CLARIFYING OBJECTIVE	HPD-4a:	Gain control of arm and leg movements. *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective **4.2 Moves to explore immediate environment**
CLARIFYING OBJECTIVE	HPD-4b:	Maintain upright posture when sitting and standing. *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective **4.2 Moves to explore immediate environment** • Objective **5 Demonstrates balancing skills** Objective **5.2 Balances while exploring immediate environment**
CLARIFYING OBJECTIVE	HPD-4c:	Move in and out of various positions by rolling, pushing up, and pulling to stand. *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective **4.2 Moves to explore immediate environment** • Objective **5 Demonstrates balancing skills** Objective **5.2 Balances while exploring immediate environment**
CLARIFYING OBJECTIVE	HPD-4d:	Move from place to place as their abilities allow (squirm, roll, scoot, crawl, cruise, or walk). *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective **4.2 Moves to explore immediate environment**
CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Infants
STRAND / ESSENTIAL STANDARD		Motor Development
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-5:	Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.
CLARIFYING OBJECTIVE	HPD-5a:	Use both hands to swipe at, reach for, grasp, hold, shake, and release objects. *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective **7a.2 Reaches for, touches, and holds objects purposefully**

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CLARIFYING OBJECTIVE	HPD-5b:	Transfer objects from one hand to the other. *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
CLARIFYING OBJECTIVE	HPD-5c:	Use a pincer grasp to pick up an object with finger and thumb. *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Infants
STRAND / ESSENTIAL STANDARD		Self-Care
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-6:	Children develop awareness of their needs and the ability to communicate their needs.
CLARIFYING OBJECTIVE	HPD-6a:	Use different sounds to let caregivers know they need attention. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
CLARIFYING OBJECTIVE	HPD-6b:	Begin to soothe themselves (suck thumb, find pacifier, reach for a security object). *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Infants
STRAND / ESSENTIAL STANDARD		Self-Care
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-7:	Children develop independence in caring for themselves and their environment.
CLARIFYING OBJECTIVE	HPD-7a:	Tolerate care routines (mouth care, hand-washing, diapering, dressing, and bathing). *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

CLARIFYING OBJECTIVE	HPD-7b:	Show interest and assist in routines (open mouth for milk or spoon, raise arms for dressing). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.2 Indicates needs and wants; participates as adult attends to needs**
CONTENT AREA / STRAND	**NC.HPD.**	**Health and Physical Development (HPD) – Infants**
STRAND / ESSENTIAL STANDARD		**Safety Awareness**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**HPD-8:**	**Children develop awareness of basic safety rules and begin to follow them.**
CLARIFYING OBJECTIVE	HPD-8a:	Show trust in familiar caregivers (calm down with adult help, make eye contact with caregivers). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.2 Indicates needs and wants; participates as adult attends to needs**
CLARIFYING OBJECTIVE	HPD-8b:	Notice and imitate adults' reactions to new people and situations. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** Objective **2a.4 Uses trusted adult as a secure base from which to explore the world**
CONTENT AREA / STRAND	**NC.LDC.**	**Language Development and Communication (LDC) – Infants**
STRAND / ESSENTIAL STANDARD		**Learning to Communicate**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**LDC-1:**	**Children understand communications from others.**
CLARIFYING OBJECTIVE	LDC-1a:	Engage in individual and reciprocal sound exploration and play (make "raspberries" or other sounds with someone). *GOLD*® Objectives for Development and Learning • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations** Objective **10a.2 Engages in simple back-and-forth exchanges with others**

CLARIFYING OBJECTIVE	LDC-1b:	Show interest in voices, and focus on speech directed at them. *GOLD*® Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating
CLARIFYING OBJECTIVE	LDC-1c:	Respond to different tones in speech directed at them. *GOLD*® Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating
CLARIFYING OBJECTIVE	LDC-1d:	Respond to simple requests ("Come here." or "Do you want more?"). *GOLD*® Objectives for Development and Learning • 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**
CONTENT AREA / STRAND	**NC.LDC.**	**Language Development and Communication (LDC) – Infants**
STRAND / ESSENTIAL STANDARD		**Learning to Communicate**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**LDC-2:**	**Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.**
CLARIFYING OBJECTIVE	LDC-2a:	Respond differently to facial expressions and tones of voice. *GOLD*® Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating
CLARIFYING OBJECTIVE	LDC-2b:	Pay brief attention to the same object the caregiver is looking at. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.2 Pays attention to sights and sounds**

CLARIFYING OBJECTIVE	LDC-2c:	Engage in turn taking during social and vocal play with adults and other children (babbling, imitating facial expressions, repeating sounds from languages they hear). *GOLD*® Objectives for Development and Learning • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations** **Objective 10a.2 Engages in simple back-and-forth exchanges with others**
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Infants
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-3:	Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CLARIFYING OBJECTIVE	LDC-3a:	Emerging No Correlations
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Infants
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-4:	Children speak audibly and express thoughts, feelings, and ideas clearly.
CLARIFYING OBJECTIVE	LDC-4a:	Repeat actions that mean something specific (lift arms to be picked up, point at desired toys). *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.2 Vocalizes and gestures to communicate**
CLARIFYING OBJECTIVE	LDC-4b:	Make different sounds for different purposes (whimper when wet, cry loudly when hungry). *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.2 Vocalizes and gestures to communicate**
CLARIFYING OBJECTIVE	LDC-4c:	"Jabber" and pretend to talk using many sounds or signs from the languages used around them. *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.2 Vocalizes and gestures to communicate**
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Infants
STRAND / ESSENTIAL STANDARD		Learning to Communicate

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-5:	Children describe familiar people, places, things, and events.
CLARIFYING OBJECTIVE	LDC-5a:	Emerging

No Correlations |
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Infants
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-6:	Children use most grammatical constructions of their home language well.
CLARIFYING OBJECTIVE	LDC-6a:	Make different sounds for different purposes (whimper when wet, cry loudly when hungry).

GOLD® Objectives for Development and Learning
 • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary
Objective 9a.2 Vocalizes and gestures to communicate |
| CLARIFYING OBJECTIVE | LDC-6b: | "Jabber" and pretend to talk using many sounds or signs from the languages used around them to communicate.

GOLD® Objectives for Development and Learning
 • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary
Objective 9a.2 Vocalizes and gestures to communicate |
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Infants
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-7:	Children respond to and use a growing vocabulary.
CLARIFYING OBJECTIVE	LDC-7a:	Make specific sounds, facial expressions, and/or gestures for certain people and objects.

GOLD® Objectives for Development and Learning
 • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary
Objective 9a.2 Vocalizes and gestures to communicate |
| CLARIFYING OBJECTIVE | LDC-7b: | Imitate sounds, words, and gestures.

GOLD® Objectives for Development and Learning
 • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations**
Objective 10a.2 Engages in simple back-and-forth exchanges with others |

CLARIFYING OBJECTIVE	LDC-7c:	Recognize spoken or signed words for common items. *GOLD*® Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective **8a.2 Shows an interest in the speech of others**
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Infants
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-8:	Children develop interest in books and motivation to read.
CLARIFYING OBJECTIVE	LDC-8a:	Pat and chew on tactile books. *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** Objective **17a.2 Shows interest in books**
CLARIFYING OBJECTIVE	LDC-8b:	Look at pictures of faces and simple objects. *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present a. Thinks symbolically** Objective **14a.2 Recognizes people, objects, and animals in pictures or photographs**
CLARIFYING OBJECTIVE	LDC-8c:	Listen to simple and repetitive books, stories, and songs. *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** Objective **17a.2 Shows interest in books**
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Infants
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-9:	Children comprehend and use information presented in books and other print media.
CLARIFYING OBJECTIVE	LDC-9a:	Emerging **No Correlations**
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Infants
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-10:	Children develop book knowledge and print awareness.

CLARIFYING OBJECTIVE	LDC-10a:	Explore books and paper by tasting, mouthing, crumpling, banging, and patting. *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.2 Shows interest in books**
CLARIFYING OBJECTIVE	LDC-10b:	Look at pictures while cuddling with caregiver. *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present a. Thinks symbolically** **Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs**
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Infants
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-11:	Children develop phonological awareness.
CLARIFYING OBJECTIVE	LDC-11a:	Imitate and take turns with caregivers making different sounds. *GOLD*® Objectives for Development and Learning • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations** **Objective 10a.2 Engages in simple back-and-forth exchanges with others**
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Infants
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-12:	Children begin to develop knowledge of the alphabet and the alphabetic principle.
CLARIFYING OBJECTIVE	LDC-12a:	Emerging No Correlations
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Infants
STRAND / ESSENTIAL STANDARD		Foundations for Writing
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-13:	Children use writing and other symbols to record information and communicate for a variety of purposes.
CLARIFYING OBJECTIVE	LDC-13a:	Emerging No Correlations
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Infants
STRAND / ESSENTIAL STANDARD		Foundations for Writing
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-14:	Children use knowledge of letters in their attempts to write.

CLARIFYING OBJECTIVE	LDC-14a:	Emerging
		No Correlations
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Infants
STRAND / ESSENTIAL STANDARD		Foundations for Writing
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-15:	Children use writing skills and conventions.
CLARIFYING OBJECTIVE	LDC-15a:	Emerging
		No Correlations
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Infants
STRAND / ESSENTIAL STANDARD		Construction of Knowledge: Thinking and Reasoning
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-1:	Children use their senses to construct knowledge about the world around them.
CLARIFYING OBJECTIVE	CD-1a:	Discover different shapes, sizes and textures by exploring (put toys in mouth, crawl over pillows, and pick up large objects). *GOLD®* Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
CLARIFYING OBJECTIVE	CD-1b:	Turn head or move toward sounds. *GOLD®* Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.2 Pays attention to sights and sounds**
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Infants
STRAND / ESSENTIAL STANDARD		Construction of Knowledge: Thinking and Reasoning
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-2:	Children recall information and use it for new situations and problems.
CLARIFYING OBJECTIVE	CD-2a:	Search for objects that are hidden or partly hidden. *GOLD®* Objectives for Development and Learning • Objective **12 Remembers and connects experiences a. Recognizes and recalls** **Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen**

CLARIFYING OBJECTIVE	CD-2b:	Respond differently to familiar vs. unfamiliar people, objects, and situations (reach for new interesting toy instead of old familiar toy; move toward familiar caregiver but hide head on parent's shoulder when new person comes near). *GOLD*® Objectives for Development and Learning • Objective **12 Remembers and connects experiences a. Recognizes and recalls** Objective **12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen**
CLARIFYING OBJECTIVE	CD-2c:	Anticipate routine events (smile, wave arms and legs, move toward adult holding bottle). *GOLD*® Objectives for Development and Learning • Objective **12 Remembers and connects experiences b. Makes connections** Objective **12b.1 Emerging to 12b.2 Looks for familiar persons when they are named; relates objects to events**
CLARIFYING OBJECTIVE	CD-2d:	Repeat an action to make something happen again (makes sounds when music stops, bounce up and down to get adult to continue "horsey ride"). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning b. Persists** Objective **11b.2 Repeats actions to obtain similar results**
CLARIFYING OBJECTIVE	CD-2e:	Observe and imitate sounds, movements, and facial expressions, including things they have seen in the past or in other places. *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.2 Vocalizes and gestures to communicate**
CONTENT AREA / STRAND	NC.CD.	**Cognitive Development (CD) – Infants**
STRAND / ESSENTIAL STANDARD		**Construction of Knowledge: Thinking and Reasoning**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-3:	**Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.**
CLARIFYING OBJECTIVE	CD-3a:	Show awareness of others' reactions to people, objects, and events. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.2 Pays attention to sights and sounds**
CLARIFYING OBJECTIVE	CD-3b:	Show awareness of another person's intentions by establishing joint attention (look at an object, then at caregiver, and back at object). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.2 Pays attention to sights and sounds**

CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Infants
STRAND / ESSENTIAL STANDARD		Creative Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-4:	Children demonstrate appreciation for different forms of artistic expression.
CLARIFYING OBJECTIVE	CD-4a:	Show wonder or fascination with objects, activities, or experiences (gaze at an object, become quiet or vocal when they hear lullabies, show bodily excitement when they hear music). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.2 Pays attention to sights and sounds**
CLARIFYING OBJECTIVE	CD-4b:	Hold, touch, and experience different textures (fuzzy blanket, smooth skin, rough carpet). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.2 Uses senses to explore the immediate environment**
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Infants
STRAND / ESSENTIAL STANDARD		Creative Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-5:	Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.
CLARIFYING OBJECTIVE	CD-5a:	Use toys and household objects in a variety of different ways during play (wave, then scrunch, then throw scarf). *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.2 Imitates actions of others during play; uses real objects as props**
CLARIFYING OBJECTIVE	CD-5b:	Explore sensory properties of art media (smear paint, pat and pound dough). • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.2 Uses senses to explore the immediate environment**
CLARIFYING OBJECTIVE	CD-5c:	Make a variety of sounds with simple instruments, toys, and their own voice. *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.2 Vocalizes and gestures to communicate**

CLARIFYING OBJECTIVE	CD-5d:	Express themselves by moving their bodies (wave arms when excited, hug soft toy). *GOLD*® **Objectives for Development and Learning** • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.2 Vocalizes and gestures to communicate**
CONTENT AREA / STRAND	**NC.CD.**	**Cognitive Development (CD) – Infants**
STRAND / ESSENTIAL STANDARD		**Social Connections**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**CD-6:**	**Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.**
CLARIFYING OBJECTIVE	CD-6a:	Intently observe actions of children, adults, pets, and objects nearby. *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions**
CLARIFYING OBJECTIVE	CD-6b:	Seek parents, siblings, caregivers, and teachers for play and for meeting needs. *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.2 Demonstrates a secure attachment to one or more adults**
CONTENT AREA / STRAND	**NC.CD.**	**Cognitive Development (CD) – Infants**
STRAND / ESSENTIAL STANDARD		**Social Connections**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**CD-7:**	**Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).**
CLARIFYING OBJECTIVE	CD-7a:	Show a clear preference for familiar people. *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.2 Demonstrates a secure attachment to one or more adults**
CONTENT AREA / STRAND	**NC.CD.**	**Cognitive Development (CD) – Infants**
STRAND / ESSENTIAL STANDARD		**Social Connections**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**CD-8:**	**Children identify and demonstrate acceptance of similarities and differences between themselves and others.**
CLARIFYING OBJECTIVE	CD-8a:	**Emerging** **No Correlations**
CONTENT AREA / STRAND	**NC.CD.**	**Cognitive Development (CD) – Infants**

STRAND / ESSENTIAL STANDARD		Social Connections
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-9:	Children explore concepts connected with their daily experiences in their community.
CLARIFYING OBJECTIVE	CD-9a:	Emerging No Correlations
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Infants
STRAND / ESSENTIAL STANDARD		Mathematical Thinking and Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-10:	Children show understanding of numbers and quantities during play and other activities.
CLARIFYING OBJECTIVE	CD-10a:	Indicate they want "more" with signs, sounds, or looks. *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
CLARIFYING OBJECTIVE	CD-10b:	Show interest (look at or reach for) in obvious differences in quantity (look at a tower with 3 blocks longer than a tower with 7 blocks, reach for a basket with three balls rather than a basket with one ball). *GOLD*® Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective 22a.1 Emerging to 22a.2 Makes simple comparisons between two objects
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Infants
STRAND / ESSENTIAL STANDARD		Mathematical Thinking and Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-11:	Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.
CLARIFYING OBJECTIVE	CD-11a:	Discover objects of different sizes by exploring (put toys in mouth, pick up large objects). *GOLD*® Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective 22a.1 Emerging to 22a.2 Makes simple comparisons between two objects
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Infants
STRAND / ESSENTIAL STANDARD		Mathematical Thinking and Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-12:	Children identify and use common shapes and concepts about position during play and other activities.

CLARIFYING OBJECTIVE	CD-12a:	Discover different shapes by exploring (put blocks in mouth, roll balls). *GOLD*® **Objectives for Development and Learning** • Objective **21 Explores and describes spatial relationships and shapes b. Understands shapes** Objective **21b.1 Emerging to 21b.2 Matches two identical shapes**
CLARIFYING OBJECTIVE	CD-12b:	Attempt to put objects into other objects (such as putting pieces into holes or other spaces). *GOLD*® **Objectives for Development and Learning** • 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)**
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Infants
STRAND / ESSENTIAL STANDARD		Mathematical Thinking and Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-13:	Children use mathematical thinking to solve problems in their everyday environment.
CLARIFYING OBJECTIVE	CD-13a:	Emerging No Correlations
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Infants
STRAND / ESSENTIAL STANDARD		Scientific Exploration and Knowledge
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-14:	Children observe and describe characteristics of living things and the physical world.
CLARIFYING OBJECTIVE	CD-14a:	Observe and explore natural phenomena indoors and outdoors, using all senses (rub hands over grass, lift face to feel wind, pat family dog, and splash water). *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.2 Uses senses to explore the immediate environment**
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Infants
STRAND / ESSENTIAL STANDARD		Scientific Exploration and Knowledge
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-15:	Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.

CLARIFYING OBJECTIVE	CD-15a:	Gather information through sight, hearing, taste, smell, and touch. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.2 Uses senses to explore the immediate environment**
CLARIFYING OBJECTIVE	CD-15b:	Use multiple senses to focus intently on objects, displays, materials, or events. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.2 Uses senses to explore the immediate environment**

North Carolina Foundations for Early Learning and Development

Ages 12 to 24 months, adopted 2013

CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Curiosity, Information-Seeking, and Eagerness
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-1:	Children show curiosity and express interest in the world around them.
CLARIFYING OBJECTIVE	APL-1d:	Imitate what others are doing. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** Objective **11e.2 Imitates others in using objects in new and/or unanticipated ways**
CLARIFYING OBJECTIVE	APL-1e:	Show curiosity about their surroundings (with pointing, facial expressions, words). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.2 Uses senses to explore the immediate environment**
CLARIFYING OBJECTIVE	APL-1f:	Show pleasure when exploring and making things happen (clap, smile, repeat action again and again). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning b. Persists** Objective **11b.2 Repeats actions to obtain similar results**

CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Curiosity, Information-Seeking, and Eagerness
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	Apl-2:	Children actively seek to understand the world around them.
CLARIFYING OBJECTIVE	APL-2c:	Initiate activities that interest them and try to get others involved. _GOLD®_ Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning a. Attends and engages Objective 11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
CLARIFYING OBJECTIVE	APL-2d:	Use toys and other objects to make things happen (kick a ball; push a button on a toy). _GOLD®_ Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
CLARIFYING OBJECTIVE	APL-2e:	Move toward people and things that are new and/or interesting. _GOLD®_ Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Play and Imagination
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-3:	Children engage in increasingly complex play.
CLARIFYING OBJECTIVE	APL-3e:	Play alongside other children, sometimes imitating their actions. _GOLD®_ Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.1 Emerging to 11e.2 Imitates others in using objects in new and/or unanticipated ways
CLARIFYING OBJECTIVE	APL-3f:	Imitate adult actions with objects, first with real objects and then with objects that are used to represent another object (talk on phone, feed doll, and use a chair as pretend car). _GOLD®_ Objectives for Development and Learning • Objective **14** Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
CLARIFYING OBJECTIVE	APL-3g:	Take turns in simple games (pat-a-cake, peek-a-boo). **No Correlations**

CLARIFYING OBJECTIVE	APL-3h:	Offer toys and objects to others. *GOLD*® **Objectives for Development and Learning** • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.2 Responds appropriately to others' expressions of wants**
CONTENT AREA / STRAND	**NC.APL.**	**Approaches to Play and Learning (APL) – Younger Toddlers**
STRAND / ESSENTIAL STANDARD		**Play and Imagination**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**APL-4:**	**Children demonstrate creativity, imagination, and inventiveness.**
CLARIFYING OBJECTIVE	APL-4d:	Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, tries to stack bears). *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** **Objective 11e.4 Uses creativity and imagination during play and routine tasks**
CONTENT AREA / STRAND	**NC.APL.**	**Approaches to Play and Learning (APL) – Younger Toddlers**
STRAND / ESSENTIAL STANDARD		**Risk-Taking, Problem-Solving, and Flexibility**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**APL-5:**	**Children are willing to try new and challenging experiences.**
CLARIFYING OBJECTIVE	APL-5d:	Try unfamiliar experiences and interact with new people, with a familiar adult nearby. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.3 Emerging to 11d.4 Explores and investigates ways to make something happen**
CLARIFYING OBJECTIVE	APL-5e:	Move away from a familiar adult to explore, but check in frequently. *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.4 Uses trusted adult as a secure base from which to explore the world**
CLARIFYING OBJECTIVE	APL-5f:	Show interest in toys that offer a challenge and try to work them. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.4 Practices an activity many times until successful**
CONTENT AREA / STRAND	**NC.APL.**	**Approaches to Play and Learning (APL) – Younger Toddlers**
STRAND / ESSENTIAL STANDARD		**Risk-Taking, Problem-Solving, and Flexibility**

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-6:	Children use a variety of strategies to solve problems.
CLARIFYING OBJECTIVE	APL-6d:	Try one or two strategies to get what they want or solve a problem (try giving a peer an alternate toy to get a toy from him/her; try to put a ball in a box—if it will not fit, gets a bigger box). *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective **11c.2 Reacts to a problem; seeks to achieve a specific goal**
CLARIFYING OBJECTIVE	APL-6e:	Use available resources to accomplish a goal or solve a problem (push a stool to a counter to reach for something). *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective **11c.2 Reacts to a problem; seeks to achieve a specific goal**
CLARIFYING OBJECTIVE	APL-6f:	After unsuccessful attempt to solve a problem, ask for help from an adult (point, gesture, and speak). *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
CLARIFYING OBJECTIVE	APL-6g:	Vary actions on purpose to solve a problem (bang, then turn shape to fit in sorter; shake handle, then pull, to open a drawer). *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Attentiveness, Effort, and Persistence
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-7:	Children demonstrate initiative.
CLARIFYING OBJECTIVE	APL-7c:	Express choices with actions or simple language (choose Cheerios® or a cracker). *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self

CLARIFYING OBJECTIVE	APL-7d:	Seek to repeat experiences they enjoy or succeed at (do shape sorter over and over, climb up and down stairs). *GOLD*® **Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.4 Seeks to do things for self**
CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Attentiveness, Effort, and Persistence
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-8:	Children maintain attentiveness and focus.
CLARIFYING OBJECTIVE	APL-8d:	Focus on self-selected activity for a short period of time (decide to play in the sandbox and stay there for a couple of minutes). *GOLD*® **Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**
CLARIFYING OBJECTIVE	APL-8e:	Focus on an interesting activity or interaction shared with adults for a short period of time. *GOLD*® **Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**
CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Attentiveness, Effort, and Persistence
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-9:	Children persist at challenging activities.
CLARIFYING OBJECTIVE	APL-9b:	Keep trying to accomplish tasks that they are not able to do immediately (put on a jacket; engage a busy adult in play). *GOLD*® **Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.4 Practices an activity many times until successful**
CONTENT AREA / STRAND	NC.ESD.	Emotional and Social Development (ESD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Developing a Sense of Self
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-1:	Children demonstrate a positive sense of self-identity and self-awareness.

CLARIFYING OBJECTIVE	ESD-1e:	Show awareness of specific body parts. _GOLD®_ Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
CLARIFYING OBJECTIVE	ESD-1f:	Recognize themselves in a mirror (point to self, make faces in mirror). _GOLD®_ Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
CLARIFYING OBJECTIVE	ESD-1g:	Express choices with gestures, signs, or words (select a toy they want). _GOLD®_ Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs b. Speaks clearly** Objective **9b.4 Uses some words and word-like sounds and is understood by most familiar people**
CONTENT AREA / STRAND	NC.ESD.	Emotional and Social Development (ESD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Developing a Sense of Self
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-2:	Children express positive feelings about themselves and confidence in what they can do.
CLARIFYING OBJECTIVE	ESD-2d:	Explore the environment on their own, but check in with a familiar, trusted adult occasionally. _GOLD®_ Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.4 Seeks to do things for self**
CLARIFYING OBJECTIVE	ESD-2e:	Show confidence in their ability to make things happen by repeating or changing their actions to reach a goal (move closer to reach an object they want). _GOLD®_ Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.4 Seeks to do things for self**
CLARIFYING OBJECTIVE	ESD-2f:	Bring others things they like or show them things they have done. _GOLD®_ Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.4 Seeks to do things for self**
CONTENT AREA / STRAND	NC.ESD.	Emotional and Social Development (ESD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Developing a Sense of Self with Others

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-3:	Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.
CLARIFYING OBJECTIVE	ESD-3g:	Show preference for and emotional connection with adults who take care of them on a regular basis ("check in" with caregiver while playing, greet family member with big hug, seek out caregiver when upset or uncertain, exhibit anxiety when adult leaves). *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective **2a.4 Uses trusted adult as a secure base from which to explore the world**
CLARIFYING OBJECTIVE	ESD-3h:	Offer toys and objects to familiar adults. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective **2a.4 Uses trusted adult as a secure base from which to explore the world**
CONTENT AREA / STRAND	NC.ESD.	Emotional and Social Development (ESD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Developing a Sense of Self with Others
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-4:	Children form relationships and interact positively with other children.
CLARIFYING OBJECTIVE	ESD-4b:	Show pleasure at the arrival of familiar peers. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships d. Makes friends** Objective **2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend**
CLARIFYING OBJECTIVE	ESD-4c:	Enjoy playing alongside other children. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective **2c.2 Plays near other children; uses similar materials or actions**
CLARIFYING OBJECTIVE	ESD-4d:	Imitate actions of older siblings and playmates. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective **2c.2 Plays near other children; uses similar materials or actions**
CLARIFYING OBJECTIVE	ESD-4e:	Offer toys and objects to other children. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective **2c.2 Plays near other children; uses similar materials or actions**
CONTENT AREA / STRAND	NC.ESD.	Emotional and Social Development (ESD) – Younger Toddlers

STRAND / ESSENTIAL STANDARD		Developing a Sense of Self with Others
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-5:	Children demonstrate the social and behavioral skills needed to successfully participate in groups.
CLARIFYING OBJECTIVE	ESD-5a:	Use gestures, sounds, objects, or words to get another person to do something (bring box to adult to be opened, make noise to get someone to look). *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs b. Speaks clearly** **Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people**
CLARIFYING OBJECTIVE	ESD-5b:	Follow simple directions some of the time. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors b. Follows limits and expectations** **Objective 1b.4 Accepts redirection from adults**
CLARIFYING OBJECTIVE	ESD-5c:	Control impulses some of the time (look at forbidden object and say, "No, no," allow adult to direct them to a different activity). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors b. Follows limits and expectations** **Objective 1b.4 Accepts redirection from adults**
CLARIFYING OBJECTIVE	ESD-5d:	Accept adult help to resolve problems and conflicts, and cooperate when an adult redirects them from a situation that poses a problem. *GOLD*® Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations b. Solves social problems** **Objective 3b.3 Emerging to 3b.4 Seeks adult help to resolve social problems**
CONTENT AREA / STRAND	NC.ESD.	Emotional and Social Development (ESD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Learning about Feelings
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD -6:	Children identify, manage, and express their feelings.
CLARIFYING OBJECTIVE	ESD-6d:	Express a range of emotions (happiness, sadness, fear and anger) with their face, body, and voice. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.4 Comforts self by seeking out special object or person**

CLARIFYING OBJECTIVE	ESD-6e:	Use body language, facial expression, and sometimes words to communicate feelings (clap when happy, pout and hunch shoulders when sad, shout "Wee!" when excited). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.4 Comforts self by seeking out special object or person**
CLARIFYING OBJECTIVE	ESD-6f:	Separate from parent or main caregiver without being overcome by stress. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.6 Manages separations without distress and engages with trusted adults**
CLARIFYING OBJECTIVE	ESD-6g:	Find comfort and calm down in a familiar setting or with a familiar person. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.4 Uses trusted adult as a secure base from which to explore the world**
CONTENT AREA / STRAND	NC.ESD.	**Emotional and Social Development (ESD) – Younger Toddlers**
STRAND / ESSENTIAL STANDARD		**Learning about Feelings**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-7:	**Children recognize and respond to the needs and feelings of others.**
CLARIFYING OBJECTIVE	ESD-7c:	Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.4 Demonstrates concern about the feelings of others**
CLARIFYING OBJECTIVE	ESD-7d:	Look at familiar caregivers to see how the caregiver is feeling (do something wrong and look to see if the caregiver is angry, bump head and start crying after the caregiver expresses concern/tries to comfort). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.2 Reacts to others' emotional expressions**

CLARIFYING OBJECTIVE	ESD-7e:	Match their tone and emotions to that of others during interactions. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.2 Reacts to others' emotional expressions**
CONTENT AREA / STRAND	**NC.HPD.**	**Health and Physical Development (HPD) – Younger Toddlers**
STRAND / ESSENTIAL STANDARD		**Physical Health and Growth**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**HPD-1:**	**Children develop healthy eating habits.**
CLARIFYING OBJECTIVE	HPD-1g:	Try new foods. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.4 Seeks to do things for self**
CLARIFYING OBJECTIVE	HPD-1h:	Feed themselves with some assistance (may use hands, utensils or cups). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.4 Seeks to do things for self**
CLARIFYING OBJECTIVE	HPD-1i:	Ask for or accept food when hungry. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.4 Seeks to do things for self**
CLARIFYING OBJECTIVE	HPD-1j:	Eat enough to meet nutritional needs, even when amount or type of food varies over time (eat a lot at one meal and little at the next, show interest in many foods but no interest in others). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.4 Seeks to do things for self**
CLARIFYING OBJECTIVE	HPD-1k:	Eat a variety of small pieces of age-appropriate table foods. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.4 Seeks to do things for self**

CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Physical Health and Growth
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-2:	Children engage in active physical play indoors and outdoors.
CLARIFYING OBJECTIVE	HPD-2d:	Show they enjoy active play and seek to be physically active (choose to play often on climber, laugh and squeal while moving). *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.4** Experiments with different ways of moving
CLARIFYING OBJECTIVE	HPD-2e:	Anticipate and ask for outdoor play (point at door and say, "Out!" resist coming indoors). *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.4** Experiments with different ways of moving
CLARIFYING OBJECTIVE	HPD-2f:	Engage in regular and sustained movement (pushes toys around play yard, go up and down slide over and over). *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.4** Experiments with different ways of moving
CLARIFYING OBJECTIVE	HPD-2g:	Develop strength and stamina as they use large muscles and participate in physical activity for longer periods of time. *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.4** Experiments with different ways of moving • Objective **5** Demonstrates balancing skills Objective **5.4** Experiments with different ways of balancing • Objective **6** Demonstrates gross-motor manipulative skills Objective **6.4** Manipulates balls or similar objects with stiff body movements
CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Physical Health and Growth
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-3:	Children develop healthy sleeping habits.
CLARIFYING OBJECTIVE	HPD-3d:	Cooperate with sleep routines (choose a book, get preferred sleep toy). *GOLD*® Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective **1c.4** Seeks to do things for self

CLARIFYING OBJECTIVE	HPD-3e:	Use simple sounds, gestures, or words to show they are tired (say, "Night, night."). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.4 Seeks to do things for self**
CONTENT AREA / STRAND	**NC.HPD.**	**Health and Physical Development (HPD) – Younger Toddlers**
STRAND / ESSENTIAL STANDARD		**Motor Development**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**HPD-4:**	**Children develop the large muscle control and abilities needed to move through and explore their environment.**
CLARIFYING OBJECTIVE	**HPD-4e:**	Develop strength, balance, and coordination by repeating movements (pull up and sit down; bend and straighten, squat to pick something up from the floor). *GOLD*® Objectives for Development and Learning • Objective **4 Demonstrates traveling skills** Objective **4.4 Experiments with different ways of moving** • Objective **5 Demonstrates balancing skills** Objective **5.4 Experiments with different ways of balancing**
CLARIFYING OBJECTIVE	**HPD-4f:**	Move their arms and legs together to climb, push, and pull (push a stroller, use riding toys, crawl up steps). *GOLD*® Objectives for Development and Learning • Objective **4 Demonstrates traveling skills** Objective **4.4 Experiments with different ways of moving**
CLARIFYING OBJECTIVE	**HPD-4g:**	Move through the world with more independence (crawl, cruise, walk, run, use therapeutic walker). *GOLD*® Objectives for Development and Learning • Objective **4 Demonstrates traveling skills** Objective **4.4 Experiments with different ways of moving**
CONTENT AREA / STRAND	**NC.HPD.**	**Health and Physical Development (HPD) – Younger Toddlers**
STRAND / ESSENTIAL STANDARD		**Motor Development**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**HPD-5:**	**Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.**
CLARIFYING OBJECTIVE	**HPD-5d:**	Use hands to manipulate objects (stack two or three large blocks, pick up or roll a ball). *GOLD*® Objectives for Development and Learning • Objective **6 Demonstrates gross-motor manipulative skills** Objective **6.4 Manipulates balls or similar objects with stiff body movements**

CLARIFYING OBJECTIVE	HPD-5e:	Use hands and eyes together (put together and take apart toys, feed themselves finger foods, fill containers). *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
CLARIFYING OBJECTIVE	HPD-5f:	Use simple tools (spoon for feeding, hammer with pegs, and crayon for cribbing). *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Self-Care
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-6:	Children develop awareness of their needs and the ability to communicate their needs.
CLARIFYING OBJECTIVE	HPD-6c:	Use gestures, words, or sign language to communicate what they need. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
CLARIFYING OBJECTIVE	HPD-6d:	Use objects and follow routines that are comforting (get their blanket and lie down where they usually sleep, pick out favorite book to be read before lunch). *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Self-Care
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-7:	Children develop independence in caring for themselves and their environment.
CLARIFYING OBJECTIVE	HPD-7c:	Cooperate and help with care routines and cleanup (mouth-care, hand-washing, diapering, dressing, bathing). *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self

CLARIFYING OBJECTIVE	HPD-7d:	Drink from a cup and feed themselves with their fingers or a spoon. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.4 Seeks to do things for self**
CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Safety Awareness
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-8:	Children develop awareness of basic safety rules and begin to follow them.
CLARIFYING OBJECTIVE	HPD-8c:	Watch for adult reactions to unfamiliar things or situations that might be dangerous. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.4 Seeks to do things for self**
CLARIFYING OBJECTIVE	HPD-8d:	Show some caution about unfamiliar and/or unsafe situations. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.4 Seeks to do things for self**
CLARIFYING OBJECTIVE	HPD-8e:	Respond to simple warnings that prevent harm ("Stop!" "Hot!" "Wait!"). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.4 Seeks to do things for self**
CONTENT AREA / STRAND	NC.LDC.	Language Development (LDC) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-1:	Children understand communications from others.
CLARIFYING OBJECTIVE	LDC-1e:	Respond to others by using words or signs. *GOLD*® Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective **8a.4 Identifies familiar people, animals, and objects when prompted**

CLARIFYING OBJECTIVE	LDC-1f:	Respond to gestures, facial expressions, tone of voice, and some words that show emotions. *GOLD*® Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective **8a.4 Identifies familiar people, animals, and objects when prompted**
CLARIFYING OBJECTIVE	LDC-1g:	Follow simple directions and/or visual cues ("Put your pillow on the mat." "Please sit by me."). *GOLD*® Objectives for Development and Learning • 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**
CONTENT AREA / STRAND	**NC.LDC.**	**Language Development (LDC) – Younger Toddlers**
STRAND / ESSENTIAL STANDARD		**Learning to Communicate**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**LDC-2:**	**Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.**
CLARIFYING OBJECTIVE	LDC-2d:	Establish joint attention by looking at an object, at their caregiver, and back at the object. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.2 Pays attention to sights and sounds**
CLARIFYING OBJECTIVE	LDC-2e:	Respond to and initiate dialogue with another person. *GOLD*® Objectives for Development and Learning • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations** Objective **10a.4 Initiates and attends to brief conversations**
CLARIFYING OBJECTIVE	LDC-2f:	Use movement or behavior to initiate interaction with another person. *GOLD*® Objectives for Development and Learning • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations** Objective **10a.4 Initiates and attends to brief conversations**
CONTENT AREA / STRAND	**NC.LDC.**	**Language Development (LDC) – Younger Toddlers**
STRAND / ESSENTIAL STANDARD		**Learning to Communicate**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**LDC-3:**	**Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.**

CLARIFYING OBJECTIVE	LDC-3a:	Respond to simple statements and questions about pictures, play, people, and things that are happening. *GOLD*® Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective **8a.4 Identifies familiar people, animals, and objects when prompted**
CONTENT AREA / STRAND	NC.LDC.	Language Development (LDC) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-4:	Children speak audibly and express thoughts, feelings, and ideas clearly.
CLARIFYING OBJECTIVE	LDC-4d:	Communicate through facial expressions, sounds, and body movements. *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.2 Vocalizes and gestures to communicate**
CLARIFYING OBJECTIVE	LDC-4e:	Expect others to understand them and show frustration, often through their behavior, if not understood. *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs b. Speaks clearly** Objective **9b.4 Uses some words and word-like sounds and is understood by most familiar people**
CONTENT AREA / STRAND	NC.LDC.	Language Development (LDC) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-5:	Children describe familiar people, places, things, and events.
CLARIFYING OBJECTIVE	LDC-5a:	Act out familiar scenes and events, and imitate familiar people. *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.2 Imitates actions of others during play; uses real objects as props**
CONTENT AREA / STRAND	NC.LDC.	Language Development (LDC) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-6:	Children use most grammatical constructions of their home language well.

CLARIFYING OBJECTIVE	LDC-6c:	"Jabber" and put together vocalizations in a way that sounds similar to the rhythm and flow of their home language. *GOLD*® Objectives for Development and Learning • Objective **9** Uses language to express thoughts and needs b. Speaks clearly Objective **9b.3** Emerging to **9b.4** Uses some words and word-like sounds and is understood by most familiar people
CLARIFYING OBJECTIVE	LDC-6d:	Use a few words to communicate (make requests and ask questions). *GOLD*® Objectives for Development and Learning • Objective **9** Uses language to express thoughts and needs b. Speaks clearly Objective **9b.4** Uses some words and word-like sounds and is understood by most familiar people
CONTENT AREA / STRAND	**NC.LDC.**	**Language Development (LDC) – Younger Toddlers**
STRAND / ESSENTIAL STANDARD		**Learning to Communicate**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**LDC-7:**	**Children respond to and use a growing vocabulary.**
CLARIFYING OBJECTIVE	LDC-7d:	Show steady increase in words used (e.g., name family members and familiar objects). *GOLD*® Objectives for Development and Learning • Objective **9** Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective **9a.4** Names familiar, people, animals, and objects
CLARIFYING OBJECTIVE	LDC-7e:	Imitate parts of familiar songs, chants, or rhymes. *GOLD*® Objectives for Development and Learning • Objective **9** Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective **9a.4** Names familiar, people, animals, and objects
CLARIFYING OBJECTIVE	LDC-7f:	Respond to simple words and phrases that they hear often. *GOLD*® Objectives for Development and Learning • Objective **8** Listens to and understands increasingly complex language a. Comprehends language Objective **8a.4** Identifies familiar people, animals, and objects when prompted
CLARIFYING OBJECTIVE	LDC-7g:	Use several words to make requests (e.g., "done," "wannit," "please") as well as to label people and objects. *GOLD*® Objectives for Development and Learning • Objective **9** Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective **9a.4** Names familiar, people, animals, and objects

CONTENT AREA / STRAND	NC.LDC.	Language Development (LDC) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-8:	Children develop interest in books and motivation to read.
CLARIFYING OBJECTIVE	LDC-8d:	Engage in reading behaviors independently (choose books, turn pages (but not always in order, tell the story). *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts b. Uses emergent reading skills** **Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues**
CLARIFYING OBJECTIVE	LDC-8e:	Show interest in books (e.g., tactile and picture books). *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.2 Shows interest in books**
CLARIFYING OBJECTIVE	LDC-8f:	Listen to simple and repetitive books, stories, and songs for a brief period of time. *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.2 Shows interest in books**
CLARIFYING OBJECTIVE	LDC-8g:	Carry books around, "name" them, and select books for adults to read out loud. *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.2 Shows interest in books**
CONTENT AREA / STRAND	NC.LDC.	Language Development (LDC) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-9:	Children comprehend and use information presented in books and other print media.
CLARIFYING OBJECTIVE	LDC-9a:	Listen to and repeat parts of simple and repetitive books, stories, songs, and finger plays. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.1 Emerging to 18a.2 Contributes particular language from the book at the appropriate time**

CLARIFYING OBJECTIVE	LDC-9b:	Allow entire short book to be "read" with willingness to look at most pages. *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.2 Shows interest in books**
CLARIFYING OBJECTIVE	LDC-9c:	Make appropriate sounds when looking at pictures (say, "Quack, quack" when looking at a duck, "Vrrrrroooom" when looking at a car). *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.1 Emerging to 18a.2 Contributes particular language from the book at the appropriate time**
CONTENT AREA / STRAND	NC.LDC.	Language Development (LDC) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-10:	Children develop book knowledge and print awareness.
CLARIFYING OBJECTIVE	LDC-10c:	Turn pages (but not always in the right order); point to and label pictures in books; sometimes treat pictures as real (licking a picture of ice cream, rubbing "fur" of a cat in a book). *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.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**
CLARIFYING OBJECTIVE	LDC-10d:	Identify some environmental print and logos (favorite cereal box, a sign for a familiar store). *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses b. Uses print concepts** **Objective 17b.2 Shows understanding that text is meaningful and can be read**
CONTENT AREA / STRAND	NC.LDC.	Language Development (LDC) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-11:	Children develop phonological awareness.

CLARIFYING OBJECTIVE	LDC-11b:	Focus on and enjoy playing with repetitive sounds, words, rhymes, and gestures. *GOLD*® **Objectives for Development and Learning** • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds
CONTENT AREA / STRAND	**NC.LDC.**	**Language Development (LDC) – Younger Toddlers**
STRAND / ESSENTIAL STANDARD		**Foundations for Reading**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**LDC-12:**	**Children begin to develop knowledge of the alphabet and the alphabetic principle.**
CLARIFYING OBJECTIVE	LDC-12a:	EMERGING No Correlations
CONTENT AREA / STRAND	**NC.LDC.**	**Language Development (LDC) – Younger Toddlers**
STRAND / ESSENTIAL STANDARD		**Foundations for Writing**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**LDC-13:**	**Children use writing and other symbols to record information and communicate for a variety of purposes.**
CLARIFYING OBJECTIVE	LDC-13a:	Make marks, scribble, and paint (e.g., cover easel paper with big crayon or paint marks, make marks with marker or crayon). *GOLD*® **Objectives for Development and Learning** • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.2 Makes scribbles or marks • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective **19b.2 Uses drawing, dictation, and scribbles or marks to convey a message**
CONTENT AREA / STRAND	**NC.LDC.**	**Language Development (LDC) – Younger Toddlers**
STRAND / ESSENTIAL STANDARD		**Foundations for Writing**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**LDC-14:**	**Children use knowledge of letters in their attempts to write.**
CLARIFYING OBJECTIVE	LDC-14a:	EMERGING No Correlations
CONTENT AREA / STRAND	**NC.LDC.**	**Language Development (LDC) – Younger Toddlers**
STRAND / ESSENTIAL STANDARD		**Foundations for Writing**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**LDC-15:**	**Children use writing skills and conventions.**

CLARIFYING OBJECTIVE	**LDC-15a:**	**Hold marker or crayon with the fist.** *GOLD*® **Objectives for Development and Learning** • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools **Objective 7b.2 Grasps drawing and writing tools, jabbing at paper**
CLARIFYING OBJECTIVE	**LDC-15b:**	**Dot or scribble with crayons, may progress to vertical lines.** *GOLD*® **Objectives for Development and Learning** • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools **Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks**
CONTENT AREA / STRAND	**NC.CD.**	**Cognitive Development (CD) – Younger Toddlers**
STRAND / ESSENTIAL STANDARD		**Construction of Knowledge: Thinking and Reasoning**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**CD-1:**	**Children use their senses to construct knowledge about the world around them.**
CLARIFYING OBJECTIVE	**CD-1c:**	**Actively explore objects by handling them in many ways (moving, carrying, filling, dumping, smelling, and putting in mouth).** *GOLD*® **Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation **Objective 11d.2 Uses senses to explore the immediate environment**
CLARIFYING OBJECTIVE	**CD-1d:**	**Explore space with their bodies (fit self into large box, crawl under table, climb over low walls).** *GOLD*® **Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation **Objective 11d.2 Uses senses to explore the immediate environment**
CONTENT AREA / STRAND	**NC.CD.**	**Cognitive Development (CD) – Younger Toddlers**
STRAND / ESSENTIAL STANDARD		**Construction of Knowledge: Thinking and Reasoning**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**CD-2:**	**Children recall information and use it for new situations and problems.**
CLARIFYING OBJECTIVE	**CD-2f:**	**Search in several places where an object has been hidden recently.** *GOLD*® **Objectives for Development and Learning** • Objective 12 Remembers and connects experiences a. Recognizes and recalls **Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen**

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CLARIFYING OBJECTIVE	CD-2g:	Notice a change in familiar objects, places, or events (frown at parent with a new haircut, look for furniture that was moved). *GOLD®* Objectives for Development and Learning • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective **12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen**
CLARIFYING OBJECTIVE	CD-2h:	Perform routine events and use familiar objects in appropriate ways (carry clean diaper to changing table, talk on phone, "water" plants with pitcher). *GOLD®* Objectives for Development and Learning • Objective **12 Remembers and connects experiences b. Makes connections** Objective **12b.2 Looks for familiar persons when they are named; relates objects to events**
CLARIFYING OBJECTIVE	CD-2i:	Imitate behaviors they have seen in the past or in other places. *GOLD®* Objectives for Development and Learning • Objective **12 Remembers and connects experiences b. Makes connections** Objective **12b.2 Looks for familiar persons when they are named; relates objects to events**
CLARIFYING OBJECTIVE	CD-2j:	Identify objects and people in pictures by pointing or looking. *GOLD®* Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present a. Thinks symbolically** Objective **14a.2 Recognizes people, objects, and animals in pictures or photographs**
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Construction of Knowledge: Thinking and Reasoning
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-3:	Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.
CLARIFYING OBJECTIVE	CD-3c:	Show awareness of others' feelings about things by looking to see how they react. *GOLD®* Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.4 Demonstrates concern about the feelings of others**
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Creative Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-4:	Children demonstrate appreciation for different forms of artistic expression.

CLARIFYING OBJECTIVE	CD-4c:	Show interest or pleasure in response to images, objects, and music (say, "Aaah" and reach for a brightly colored picture, look at or reach toward fluttering leaves). *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present a. Thinks symbolically** Objective **14a.2 Recognizes people, objects, and animals in pictures or photographs**
CLARIFYING OBJECTIVE	CD-4d:	Participate in and explore all possible media (use finger paint, glue scraps of paper on another paper, dance to music). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.2 Uses senses to explore the immediate environment**
CONTENT AREA / STRAND	NC.CD.	**Cognitive Development (CD) – Younger Toddlers**
STRAND / ESSENTIAL STANDARD		**Creative Expression**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-5:	**Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.**
CLARIFYING OBJECTIVE	CD-5e:	Use hats and clothes for dress-up make-believe. *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.2 Imitates actions of others during play; uses real objects as props**
CLARIFYING OBJECTIVE	CD-5f:	Explore art materials freely (make marks, squeeze clay, tear paper). *GOLD*® Objectives for Development and Learning • Objective **33 Explores the visual arts**
CLARIFYING OBJECTIVE	CD-5g:	Use materials purposefully to create sounds (bang blocks together, ring bell, shake can to make contents jingle). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.2 Uses senses to explore the immediate environment**
CLARIFYING OBJECTIVE	CD-5h:	Move to music in their own way. *GOLD*® Objectives for Development and Learning • Objective **4 Demonstrates traveling skills** Objective **4.4 Experiments with different ways of moving**
CONTENT AREA / STRAND	NC.CD.	**Cognitive Development (CD) – Younger Toddlers**

STRAND / ESSENTIAL STANDARD		Social Connections
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-6:	Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.
CLARIFYING OBJECTIVE	CD-6c:	Imitate routine actions of their caregivers (rock a baby doll; push a lawnmower, "read" a magazine). *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.2 Imitates actions of others during play; uses real objects as props**
CLARIFYING OBJECTIVE	CD-6d:	Know whom they can go to for help (regular caregiver vs. visitor, parent vs. neighbor). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.4 Uses trusted adult as a secure base from which to explore the world**
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Social Connections
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-7:	Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).
CLARIFYING OBJECTIVE	CD-7b:	Recognize children and others they spend a lot of time with (make sounds, say name, and move toward or away from child). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.2 Plays near other children; uses similar materials or actions**
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Social Connections
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-8:	Children identify and demonstrate acceptance of similarities and differences between themselves and others.
CLARIFYING OBJECTIVE	CD-8a:	Compare their own physical features with those of others by looking and touching. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.2 Plays near other children; uses similar materials or actions**
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Social Connections
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-9:	Children explore concepts connected with their daily experiences in their community.

| CLARIFYING OBJECTIVE | CD-9a: | EMERGING

No Correlations |
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| CONTENT AREA / STRAND | NC.CD. | Cognitive Development (CD) – Younger Toddlers |
| STRAND / ESSENTIAL STANDARD | | Mathematical Thinking and Expression |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | CD-10: | Children show understanding of numbers and quantities during play and other activities. |
| CLARIFYING OBJECTIVE | CD-10c: | Explore quantity (for example, filling and dumping containers).

GOLD® Objectives for Development and Learning
 • Objective 20 Uses number concepts and operations b. Quantifies
Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more |
| CLARIFYING OBJECTIVE | CD-10d: | Use words or actions that show understanding of the concepts of "more" and "all" (ask for more food, stop asking for more blocks when told they have "all" of the blocks).

GOLD® Objectives for Development and Learning
 • Objective 20 Uses number concepts and operations b. Quantifies
Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more |
| CLARIFYING OBJECTIVE | CD-10e: | Recognize the difference between two small sets of objects (6 or under) that include a different number of objects (point to which set of crayons has more).

GOLD® Objectives for Development and Learning
 • Objective 20 Uses number concepts and operations b. Quantifies
Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more |
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Mathematical Thinking and Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-11:	Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.
CLARIFYING OBJECTIVE	CD-11b:	Participate in activities that compare the size and weight of objects.

GOLD® Objectives for Development and Learning
 • Objective **22 Compares and measures a. Measures objects**
Objective 22a.2 Makes simple comparisons between two objects |
| CLARIFYING OBJECTIVE | CD-11c: | Show awareness of different categories during play (put balls in a box and dolls in a bed; give one friend all the cars and another friend all of the trucks when playing in the block area).

GOLD® Objectives for Development and Learning
 • Objective 13 Uses classification skills
Objective 13.2 Matches similar objects |
| CONTENT AREA / STRAND | NC.CD. | Cognitive Development (CD) – Younger Toddlers |

STRAND / ESSENTIAL STANDARD		Mathematical Thinking and Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-12:	Children identify and use common shapes and concepts about position during play and other activities.
CLARIFYING OBJECTIVE	CD-12c:	Explore space with their bodies (fit self into large box, crawl under table, climb over low walls). *GOLD*® Objectives for Development and Learning • Objective **21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** **Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)**
CLARIFYING OBJECTIVE	CD-12d:	Put basic shapes into a shape sorter using trial and error. *GOLD*® Objectives for Development and Learning • Objective **21 Explores and describes spatial relationships and shapes b. Understands shapes** **Objective 21b.1 Emerging to 21b.2 Matches two identical shapes**
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Mathematical Thinking and Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-13:	Children use mathematical thinking to solve problems in their everyday environment.
CLARIFYING OBJECTIVE	CD-13a:	EMERGING No Correlations
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Scientific Exploration and Knowledge
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-14:	Children observe and describe characteristics of living things and the physical world.
CLARIFYING OBJECTIVE	CD-14b:	Use abilities to observe and explore natural phenomena indoors and outdoors with focus, using all senses (notice and interact with small insects, smell flowers, catch falling snow, shuffle through leaves). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Scientific Exploration and Knowledge
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-15:	Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.

CLARIFYING OBJECTIVE	CD-15c:	Use all senses to examine the environment carefully (reach out to touch rain, stop playing to watch shadows, gaze at moon). *GOLD®* Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective **11d.2** Uses senses to explore the immediate environment
CLARIFYING OBJECTIVE	CD-15d:	Use toys and other objects to make things happen (kick a ball; push a button on a toy). *GOLD®* Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning c. Solves problems Objective **11c.2** Reacts to a problem; seeks to achieve a specific goal
CLARIFYING OBJECTIVE	CD-15e:	Explore objects and materials by handling them in many ways (moving, carrying, filling, dumping, smelling, putting in mouth). *GOLD®* Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective **11d.2** Uses senses to explore the immediate environment

North Carolina Foundations for Early Learning and Development

Ages 24 to 36 months, adopted 2013

CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Curiosity, Information-Seeking, and Eagerness.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-1:	Children show curiosity and express interest in the world around them.
CLARIFYING OBJECTIVE	APL-1g:	Discover things that interest and amaze them and seek to share them with others. *GOLD®* Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective **11d.4** Explores and investigates ways to make something happen

CLARIFYING OBJECTIVE	APL-1h:	Show pleasure in new skills and in what they have done. *GOLD®* Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	APL-1i:	Watch what others are doing and often try to participate. *GOLD®* Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** Objective **11e.2 Imitates others in using objects in new and/or unanticipated ways**
CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Curiosity, Information-Seeking, and Eagerness.
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-2:	Children actively seek to understand the world around them.
CLARIFYING OBJECTIVE	APL-2f:	Seek more information about people and their surroundings ("study" an object carefully, stare for long moments, and become absorbed in figuring out a situation). *GOLD®* Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.4 Explores and investigates ways to make something happen**
CLARIFYING OBJECTIVE	APL-2g:	Use their whole body to learn (get mud or paint on themselves from head to toe, fit themselves into a big, empty box). *GOLD®* Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.4 Explores and investigates ways to make something happen**
CLARIFYING OBJECTIVE	APL-2h:	Communicate what they want to do or know using gestures, facial expressions, or words (ask "What dat?"). *GOLD®* Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** Objective **9c.2 Uses one- or two-word sentences or phrases**
CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Play and Imagination
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-3:	Children engage in increasingly complex play.

CLARIFYING OBJECTIVE	APL-3i:	Try to involve other children in play. _GOLD®_ **Objectives for Development and Learning** • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
CLARIFYING OBJECTIVE	APL-3j:	Make believe, pretend, and act out familiar life scenes, sometimes using objects to represent something else (a shoe becomes a phone). _GOLD®_ **Objectives for Development and Learning** • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
CLARIFYING OBJECTIVE	APL-3k:	Play with others with a common purpose (play a chase game). _GOLD®_ **Objectives for Development and Learning** • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
CLARIFYING OBJECTIVE	APL-3l:	Communicate about what is happening during pretend play ("He eating," point to a picture on a communication board when feeding a toy baby with a spoon; "Now go work," after putting on shoes and necktie). _GOLD®_ **Objectives for Development and Learning** • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Play and Imagination
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-4:	Children demonstrate creativity, imagination, and inventiveness.
CLARIFYING OBJECTIVE	APL-4e:	Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, tries to stack bears). _GOLD®_ **Objectives for Development and Learning** • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks

CLARIFYING OBJECTIVE	APL-4f:	Pretend to be somebody or something other than themselves. _GOLD®_ **Objectives for Development and Learning** • Objective **14** Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
CLARIFYING OBJECTIVE	APL-4g:	Pretend one object is really something different (use Legos® as food while stirring a pot). _GOLD®_ **Objectives for Development and Learning** • Objective **14** Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
CONTENT AREA / STRAND	**NC.APL.**	**Approaches to Play and Learning (APL) – Older Toddlers**
STRAND / ESSENTIAL STANDARD		**Risk-Taking, Problem-Solving, and Flexibility**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**APL-5:**	**Children are willing to try new and challenging experiences.**
CLARIFYING OBJECTIVE	APL-5g:	Explore freely without a familiar adult nearby. _GOLD®_ **Objectives for Development and Learning** • Objective **11** Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
CLARIFYING OBJECTIVE	APL-5h:	Try out new skills in a familiar environment (learns to climb steps and then try to climb ladder to the slide). _GOLD®_ **Objectives for Development and Learning** • Objective **11** Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
CLARIFYING OBJECTIVE	APL-5i:	Approach a challenge with confidence (try to lift a heavy object, work on a difficult puzzle, "I can do it."). _GOLD®_ **Objectives for Development and Learning** • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

CLARIFYING OBJECTIVE	APL-5j:	Want to do things their own way (say "Me do it!", push an adult's hand away if the person is trying to help). *GOLD*® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
CONTENT AREA / STRAND	**NC.APL.**	**Approaches to Play and Learning (APL) – Older Toddlers**
STRAND / ESSENTIAL STANDARD		**Risk-Taking, Problem-Solving, and Flexibility**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**APL-6:**	**Children use a variety of strategies to solve problems.**
CLARIFYING OBJECTIVE	APL-6h:	Try a variety of strategies to get what they want or solve a problem. *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it**
CLARIFYING OBJECTIVE	APL-6i:	Use language to obtain help to solve a problem (tell adults, "My car broke."). *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it**
CLARIFYING OBJECTIVE	APL-6j:	Use materials in new ways to explore and solve problems (bring a big spoon to the sand table when all of the shovels are in use, pile blocks on a towel and drag them across the floor when there are too many to carry). *GOLD*® **Objectives for Development and Learning** • Objective **11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it**
CONTENT AREA / STRAND	**NC.APL.**	**Approaches to Play and Learning (APL) – Older Toddlers**
STRAND / ESSENTIAL STANDARD		**Attentiveness, Effort, and Persistence**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**APL-7:**	**Children demonstrate initiative.**

CLARIFYING OBJECTIVE	APL-7e:	Select and carry out activities (choose to set the table; gather play dishes and food, and then feed the dolls). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**
CLARIFYING OBJECTIVE	APL-7f:	Show increasing interest in performing tasks independently (put on jacket and tries to zip it up). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	APL-7g:	Show and/or tell others what they have done. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Attentiveness, Effort, and Persistence
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-8:	Children maintain attentiveness and focus.
CLARIFYING OBJECTIVE	APL-8f:	Focus on a person or a hands-on activity for a short period of time (participate in singing a song, stay focused long enough to build a block tower). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**
CLARIFYING OBJECTIVE	APL-8g:	Keep working on interesting activities with other things going on around them. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**
CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Attentiveness, Effort, and Persistence
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-9:	Children persist at challenging activities.

CLARIFYING OBJECTIVE	APL-9c:	Seek help from others to complete a challenging activity. _GOLD®_ **Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it**
CLARIFYING OBJECTIVE	APL-9d:	Keep working on an activity even after setbacks (block structure collapses, puzzle piece does not fit). _GOLD®_ **Objectives for Development and Learning** • **Objective 11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.4 Practices an activity many times until successful**
CONTENT AREA / STRAND	**NC.ESD.**	**Emotional and Social Development (ESD) – Older Toddlers**
STRAND / ESSENTIAL STANDARD		**Developing a Sense of Self**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**ESD-1:**	**Children demonstrate a positive sense of self-identity and self-awareness.**
CLARIFYING OBJECTIVE	ESD-1h:	Show awareness of some of their own characteristics and things they can do (recognize themselves in pictures, say, "I help Daddy!"). _GOLD®_ **Objectives for Development and Learning** • **Objective 29 Demonstrates knowledge about self**
CLARIFYING OBJECTIVE	ESD-1i:	Use their own name or a personal pronoun to refer to themselves (I, me, and mine). _GOLD®_ **Objectives for Development and Learning** • **Objective 29 Demonstrates knowledge about self**
CLARIFYING OBJECTIVE	ESD-1j:	Make choices and have favorite clothes, toys, and activities. _GOLD®_ **Objectives for Development and Learning** • **Objective 29 Demonstrates knowledge about self**
CONTENT AREA / STRAND	**NC.ESD.**	**Emotional and Social Development (ESD) – Older Toddlers**
STRAND / ESSENTIAL STANDARD		**Developing a Sense of Self**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**ESD-2:**	**Children express positive feelings about themselves and confidence in what they can do.**
CLARIFYING OBJECTIVE	ESD-2g:	Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. _GOLD®_ **Objectives for Development and Learning** • **Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**

CLARIFYING OBJECTIVE	ESD-2h:	Explore the environment independently to satisfy their own interests (seek out toy or favorite materials). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	ESD-2i:	Show confidence in their abilities through actions and/or language (try to lift a heavy object, say, "I'm strong!"). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	ESD-2j:	Attempt to reach goals without help from others (push adult away, say "Me do it myself!"). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CONTENT AREA / STRAND	**NC.ESD.**	**Emotional and Social Development (ESD) – Older Toddlers**
STRAND / ESSENTIAL STANDARD		**Developing a Sense of Self with Others**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**ESD-3:**	**Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.**
CLARIFYING OBJECTIVE	ESD-3i:	Form close relationships with their primary caregivers and other familiar adults. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** Objective **2a.6 Manages separations without distress and engages with trusted adults**
CLARIFYING OBJECTIVE	ESD-3j:	Seek help from trusted adults when upset (when fearful or having difficulty with something). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** Objective **2a.6 Manages separations without distress and engages with trusted adults**

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CLARIFYING OBJECTIVE	ESD-3k:	Are less likely to get upset when primary caregiver is with them. *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.6 Manages separations without distress and engages with trusted adults**
CLARIFYING OBJECTIVE	ESD-3l:	Use words to influence caregivers' behavior (ask for help, talk about something they want the adult to do). *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.6 Manages separations without distress and engages with trusted adults**
CONTENT AREA / STRAND	NC.ESD.	Emotional and Social Development (ESD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Developing a Sense of Self with Others
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-4:	Children form relationships and interact positively with other children.
CLARIFYING OBJECTIVE	ESD-4f:	Show affection or preference for particular children (spontaneously hug, want to play, call other child a friend). *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships d. Makes friends** **Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend**
CLARIFYING OBJECTIVE	ESD-4g:	Remember and use names of familiar playmates. *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships d. Makes friends** **Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend**
CLARIFYING OBJECTIVE	ESD-4h:	Use appropriate words to influence playmates' behavior ("Play with me." "Stop hitting me."). *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships d. Makes friends** **Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend**
CLARIFYING OBJECTIVE	ESD-4i:	Participate in play with other children. *GOLD*® **Objectives for Development and Learning** • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.4 Uses successful strategies for entering groups**

CLARIFYING OBJECTIVE	ESD-4j:	Show positive emotion and turn taking with familiar playmates (agree to chase each other, watch and imitate each other's play with toys). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships d. Makes friends** Objective **2d.4 Plays with one or two preferred playmates**
CONTENT AREA / STRAND	**NC.ESD.**	**Emotional and Social Development (ESD) – Older Toddlers**
STRAND / ESSENTIAL STANDARD		**Developing a Sense of Self with Others**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**ESD-5:**	**Children demonstrate the social and behavioral skills needed to successfully participate in groups.**
CLARIFYING OBJECTIVE	ESD-5e:	Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors b. Follows limits and expectations** Objective **1b.6 Manages classroom rules, routines, and transitions with occasional reminders**
CLARIFYING OBJECTIVE	ESD-5f:	Adjust their behavior to fit different situations (tiptoes near a sleeping baby, use a quiet voice inside, runs outside). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors a. Manages feelings** Objective **1a.4 Comforts self by seeking out special object or person**
CLARIFYING OBJECTIVE	ESD-5g:	Evaluate their own and others' actions as right or wrong (pointing out another child is climbing on the table). *GOLD*® Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** Objective **3a.2 Responds appropriately to others' expressions of wants**
CLARIFYING OBJECTIVE	ESD-5h:	Show caring and cooperation (help to put away toys, offer to help another person). *GOLD*® Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** Objective **3a.2 Responds appropriately to others' expressions of wants**

CLARIFYING OBJECTIVE	ESD-5i:	Wait for a short time to get what they want (a turn with a toy, a snack), with guidance and support. *GOLD® Objectives for Development and Learning* • Objective **1 Regulates own emotions and behaviors a. Manages feelings** Objective 1a.5 Emerging to **1a.6 Is able to look at a situation differently or delay gratification**
CLARIFYING OBJECTIVE	ESD-5j:	Accept "no" without getting overly upset. *GOLD® Objectives for Development and Learning* • Objective **1 Regulates own emotions and behaviors b. Follows limits and expectations** Objective **1b.4 Accepts redirection from adults**
CONTENT AREA / STRAND	**NC.ESD.**	**Emotional and Social Development (ESD) – Older Toddlers**
STRAND / ESSENTIAL STANDARD		**Learning about Feelings**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**ESD-6:**	**Children identify, manage, and express their feelings.**
CLARIFYING OBJECTIVE	ESD-6h:	Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. *GOLD® Objectives for Development and Learning* • Objective **3 Participates cooperatively and constructively in group situations b. Solves social problems** Objective **3b.2 Expresses feelings during a conflict**
CLARIFYING OBJECTIVE	ESD-6i:	Communicate to make needs known. *GOLD® Objectives for Development and Learning* • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	ESD-6j:	Manage emotions and control impulses with guidance and support (Say "I don't like that!" instead of hitting; wait by door instead of running ahead when excited to go out). *GOLD® Objectives for Development and Learning* • Objective **1 Regulates own emotions and behaviors a. Manages feelings** Objective 1a.5 Emerging to **1a.6 Is able to look at a situation differently or delay gratification**

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CLARIFYING OBJECTIVE	ESD-6k:	Display emotional outbursts less often. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors a. Manages feelings** Objective **1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification**
CONTENT AREA / STRAND	NC.ESD.	Emotional and Social Development (ESD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Learning about Feelings
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD-7:	Children recognize and respond to the needs and feelings of others.
CLARIFYING OBJECTIVE	ESD-7f:	Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.4 Demonstrates concern about the feelings of others**
CLARIFYING OBJECTIVE	ESD-7g:	Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?"). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.4 Demonstrates concern about the feelings of others**
CLARIFYING OBJECTIVE	ESD-7h:	Offer help to meet the needs of others (pick up item someone dropped; help another child who is having trouble building a block tower). *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.4 Demonstrates concern about the feelings of others**
CLARIFYING OBJECTIVE	ESD-7i:	Recognize facial expressions or actions associated with different emotions. *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.4 Demonstrates concern about the feelings of others**
CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Physical Health and Growth
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-1:	Children develop healthy eating habits.

CLARIFYING OBJECTIVE	HPD-1l:	Try new foods. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-1m:	Feeds themselves using utensils and hands. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-1n:	Accept or refuse food depending on their appetite and personal preference (make food choices at a meal, leave unwanted food on plate, and ask for seconds of favorite food). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-1o:	Notice and talk about food preferences, textures, temperatures, and tastes (crunchy crackers, warm soup, sweet apples). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CONTENT AREA / STRAND	**NC.HPD.**	**Health and Physical Development (HPD) – Older Toddlers**
STRAND / ESSENTIAL STANDARD		**Physical Health and Growth**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**HPD-2:**	**Children engage in active physical play indoors and outdoors.**
CLARIFYING OBJECTIVE	HPD-2h:	Develop strength and stamina by spending moderate periods of time playing vigorously. *GOLD*® Objectives for Development and Learning • Objective **4 Demonstrates traveling skills** Objective **4.4 Experiments with different ways of moving**
CLARIFYING OBJECTIVE	HPD-2i:	Show satisfaction with new active skills and strengths (ask others to watch them, say, "I'm big and strong!"). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**

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CLARIFYING OBJECTIVE	HPD-2j:	With guidance and support, transition from active to quiet activities. _GOLD_® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors b. Follows limits and expectations** **Objective 1b.5 Emerging to 1b.6 Manages classroom rules, routines, and transitions with occasional reminders**
CONTENT AREA / STRAND	**NC.HPD.**	**Health and Physical Development (HPD) – Older Toddlers**
STRAND / ESSENTIAL STANDARD		**Physical Health and Growth**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**HPD-3:**	**Children develop healthy sleeping habits.**
CLARIFYING OBJECTIVE	HPD-3f:	Use language about sleep (say, "Time for bed," after clearing lunch things; give sign for sleep). _GOLD_® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-3g:	With guidance, participate in sleep routines (wash hands after lunch, get blanket, lie down on bed or mat). _GOLD_® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-3h:	Falls asleep on their own. _GOLD_® **Objectives for Development and Learning** • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
CONTENT AREA / STRAND	**NC.HPD.**	**Health and Physical Development (HPD) – Older Toddlers**
STRAND / ESSENTIAL STANDARD		**Motor Development**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**HPD-4:**	**Children develop the large muscle control and abilities needed to move through and explore their environment.**
CLARIFYING OBJECTIVE	HPD-4h:	Move their arms and legs to complete a task (kick, jump, step, pedal, push away). _GOLD_® **Objectives for Development and Learning** • Objective **4 Demonstrates traveling skills** **Objective 4.4 Experiments with different ways of moving**

CLARIFYING OBJECTIVE	HPD-4i:	Move through the world with a variety of movements and with increasing independence (run, jump, pedal). *GOLD*® **Objectives for Development and Learning** • **Objective 4 Demonstrates traveling skills** **Objective 4.4 Experiments with different ways of moving**
CLARIFYING OBJECTIVE	HPD-4j:	Use familiar objects that encourage large motor movements (riding toys, crawl tubes, large ball in basket, slide). *GOLD*® **Objectives for Development and Learning** • **Objective 4 Demonstrates traveling skills** **Objective 4.4 Experiments with different ways of moving** • **Objective 5 Demonstrates balancing skills** **Objective 5.4 Experiments with different ways of balancing** • **Objective 6 Demonstrates gross-motor manipulative skills** **Objective 6.4 Manipulates balls or similar objects with stiff body movements**
CLARIFYING OBJECTIVE	HPD-4k:	Perform actions smoothly with balance, strength, and coordination (dance, bend over to pick up a toy, reach up high on a shelf, and walk up and down steps). *GOLD*® **Objectives for Development and Learning** • **Objective 4 Demonstrates traveling skills** **Objective 4.4 Experiments with different ways of moving** • **Objective 5 Demonstrates balancing skills** **Objective 5.4 Experiments with different ways of balancing** • **Objective 6 Demonstrates gross-motor manipulative skills** **Objective 6.4 Manipulates balls or similar objects with stiff body movements**
CONTENT AREA / STRAND	**NC.HPD.**	**Health and Physical Development (HPD) – Older Toddlers**
STRAND / ESSENTIAL STANDARD		**Motor Development**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**HPD-5:**	**Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.**
CLARIFYING OBJECTIVE	HPD-5g:	Use more complex, refined hand movements (stack a few small blocks, try to draw, turn pages one at a time). *GOLD*® **Objectives for Development and Learning** • **Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.6 Uses refined wrist and finger movements**

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CLARIFYING OBJECTIVE	HPD-5h:	Use hands and eyes together with a moderate degree of control (complete puzzles, thread beads with large holes, use shape sorters). *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
CLARIFYING OBJECTIVE	HPD-5i:	Use tools that require finger and hand control (large paintbrush, measuring cups, switches, and shovel). *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Self-Care
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-6:	Children develop awareness of their needs and the ability to communicate their needs.
CLARIFYING OBJECTIVE	HPD-6e:	Use words or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active). *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CLARIFYING OBJECTIVE	HPD-6f:	Soothe themselves when needed (find a quiet area for alone time, look at book before nap). *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Self-Care
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-7:	Children develop independence in caring for themselves and their environment.

CLARIFYING OBJECTIVE	HPD-7e:	Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-7f:	Initiate self-care routines and complete with guidance (put on some clothes, undress, throw away paper towel, begin to show an interest in toileting). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-7g:	Feeds themselves with a spoon. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-7h:	Help with meal and snack routines. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-7i:	Take care of objects (put toys away, handle materials carefully, water plants or garden). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Safety Awareness
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-8:	Children develop awareness of basic safety rules and begin to follow them.

CLARIFYING OBJECTIVE	HPD-8f:	Remember cause and effect experiences and apply their experiences to future situations (avoid touching cold railing, walk slowly down steep hill where fall happened). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-8g:	Increase self-control over their impulses (reminds self not to touch something; wait for adult vs. running ahead). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CLARIFYING OBJECTIVE	HPD-8h:	With guidance, recognize and avoid situations that might cause harm. *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-1:	Children understand communications from others.
CLARIFYING OBJECTIVE	LDC-1h:	Respond when others talk to them, using a larger variety of words or signs. *GOLD*® Objectives for Development and Learning • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations** Objective **10a.4 Initiates and attends to brief conversations**
CLARIFYING OBJECTIVE	LDC-1i:	Respond to gestures, facial expressions, tone of voice, and some words that show emotions. *GOLD*® Objectives for Development and Learning • Objective **10 Uses appropriate conversational and other communication skills a. Engages in conversations** Objective **10a.4 Initiates and attends to brief conversations**

CLARIFYING OBJECTIVE	LDC-1j:	Follow two-step directions with visual cues if needed ("Pick up the paper and put it in the trash." "Get your cup and put it on the table."). *GOLD*® Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-2:	Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.
CLARIFYING OBJECTIVE	LDC-2g:	Engage in short dialogues of a few turns. *GOLD*® Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations
CLARIFYING OBJECTIVE	LDC-2h:	Ask questions or use verbal or nonverbal cues to initiate communication with another. *GOLD*® Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-3:	Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CLARIFYING OBJECTIVE	LDC-3b:	Answer simple questions ("What is she doing?" "What happened to the bear in the story?"). *GOLD*® Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted

CLARIFYING OBJECTIVE	LDC-3c:	Use simple sentences or questions to ask for things (e.g., people, actions, objects, and pets) or gain information. *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly**
CONTENT AREA / STRAND	**NC.LDC.**	**Language Development and Communication (LDC) – Older Toddlers**
STRAND / ESSENTIAL STANDARD		**Learning to Communicate**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**LDC-4:**	**Children speak audibly and express thoughts, feelings, and ideas clearly.**
CLARIFYING OBJECTIVE	LDC-4f:	Communicate messages with expression, tone, and inflection. *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs b. Speaks clearly** **Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people**
CLARIFYING OBJECTIVE	LDC-4g:	Use speech that is understood most of the time by familiar listeners. *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs b. Speaks clearly** **Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people**
CONTENT AREA / STRAND	**NC.LDC.**	**Language Development and Communication (LDC) – Older Toddlers**
STRAND / ESSENTIAL STANDARD		**Learning to Communicate**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**LDC-5:**	**Children describe familiar people, places, things, and events.**
CLARIFYING OBJECTIVE	LDC-5b:	Talk to themselves and others about what they are "working on," what they are doing, routines, and events of the day. *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.4 Names familiar, people, animals, and objects**

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CLARIFYING OBJECTIVE	LDC-5c:	Use dramatic play to act out familiar scenes and events, and imitate familiar people. *GOLD*® **Objectives for Development and Learning** • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-6:	Children use most grammatical constructions of their home language well.
CLARIFYING OBJECTIVE	LDC-6e:	Communicate in short sentences that follow the word order of their home language. *GOLD*® **Objectives for Development and Learning** • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly
CLARIFYING OBJECTIVE	LDC-6f:	Combine two and three words. *GOLD*® **Objectives for Development and Learning** • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.3 Emerging to 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-7:	Children respond to and use a growing vocabulary.
CLARIFYING OBJECTIVE	LDC-7h:	Use new words each day and have a word for almost all familiar people, objects, actions, and conditions (hot, rainy, sleepy). *GOLD*® **Objectives for Development and Learning** • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects

CLARIFYING OBJECTIVE	LDC-7i:	Participate in or repeat familiar songs, chants, or rhymes. *GOLD®* Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective 9a.4 Names familiar, people, animals, and objects
CLARIFYING OBJECTIVE	LDC-7j:	Show they understand many new vocabulary words and a variety of concepts (big and little, in and out). *GOLD®* Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective 9a.4 Names familiar, people, animals, and objects
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-8:	Children develop interest in books and motivation to read.
CLARIFYING OBJECTIVE	LDC-8h:	Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story). *GOLD®* Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts b. Uses emergent reading skills** Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
CLARIFYING OBJECTIVE	LDC-8i:	Listen for short periods of time to storybooks, informational books stories, poetry, songs and finger plays. *GOLD®* Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** Objective 17a.2 Shows interest in books
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-9:	Children comprehend and use information presented in books and other print media.

CLARIFYING OBJECTIVE	LDC-9d:	Chime in on a repeated line in a book while being read to by an adult. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective 18a.2 Contributes particular language from the book at the appropriate time
CLARIFYING OBJECTIVE	LDC-9e:	Pretend to read familiar books from memory; repeat familiar phrases while looking at a book. **18 Comprehends and responds to books and other texts b. Uses emergent reading skills** Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
CLARIFYING OBJECTIVE	LDC-9f:	Begin to relate personal experiences to events described in familiar books. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective 18a.4 Asks and answers questions about the text; refers to pictures
CLARIFYING OBJECTIVE	LDC-9g:	Answer simple questions about stories. *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective 18a.4 Asks and answers questions about the text; refers to pictures
CLARIFYING OBJECTIVE	LDC-9h:	Imitate the special language in storybooks and story dialogue (repetitive language patterns, sound effects, and words from familiar stories). *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** Objective 18a.2 Contributes particular language from the book at the appropriate time
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-10:	Children develop book knowledge and print awareness.

CLARIFYING OBJECTIVE	LDC-10e:	Hold a book upright, turn some pages front to back (but not always in the right order), close book, and say, "done" or "the end." _GOLD®_ **Objectives for Development and Learning** • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
CLARIFYING OBJECTIVE	LDC-10f:	Demonstrate understanding of the need for and the uses of print (pretend to read a "grocery list" during play; say, "I want chicken" when looking at a menu). _GOLD®_ **Objectives for Development and Learning** • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
CLARIFYING OBJECTIVE	LDC-10g:	Demonstrate an understanding of realistic symbols such as photographs, and later abstract symbols such as signs and environmental print (know which pictures stand for which activities on a daily schedule; say, "That means light" when looking at a symbol of a light bulb located over the light switch). _GOLD®_ **Objectives for Development and Learning** • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
CONTENT AREA / STRAND	**NC.LDC.**	**Language Development and Communication (LDC) – Older Toddlers**
STRAND / ESSENTIAL STANDARD		**Foundations for Reading**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**LDC-11:**	**Children develop phonological awareness.**
CLARIFYING OBJECTIVE	LDC-11c:	Participate in rhyming games. _GOLD®_ **Objectives for Development and Learning** • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously
CLARIFYING OBJECTIVE	LDC-11d:	Notice sounds that are the same and different. _GOLD®_ **Objectives for Development and Learning** • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously

CLARIFYING OBJECTIVE	LDC-11e:	Participate in experiences using rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. *GOLD*® Objectives for Development and Learning • Objective **23** Demonstrates knowledge of patterns Objective **23.2** Shows interest in simple patterns in everyday life
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-12:	Children begin to develop knowledge of the alphabet and the alphabetic principle.
CLARIFYING OBJECTIVE	LDC-12a:	Demonstrate an interest in letters by asking about and/or naming some of them. *GOLD*® Objectives for Development and Learning • Objective **16** Demonstrates knowledge of the alphabet a. Identifies and names letters Objective **16a.2** Recognizes and names a few letters in own name
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Foundations for Writing
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-13:	Children use writing and other symbols to record information and communicate for a variety of purposes.
CLARIFYING OBJECTIVE	LDC-13b:	Pretend to write in ways that mimic adult writing (e.g., scribble on paper while sitting with caregiver who is writing, hold phone to ear and make marks with pencil). *GOLD*® Objectives for Development and Learning • Objective **19** Demonstrates writing skills b. Writes to convey ideas and information Objective **19b.2** Uses drawing, dictation, and scribbles or marks to convey a message
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Foundations for Writing
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-14:	Children use knowledge of letters in their attempts to write.
CLARIFYING OBJECTIVE	LDC-14a:	EMERGING No Correlations
CONTENT AREA / STRAND	NC.LDC.	Language Development and Communication (LDC) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Foundations for Writing
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-15:	Children use writing skills and conventions.

CLARIFYING OBJECTIVE	LDC-15c:	Explore a variety of tools that can be used for writing. *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective **7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks**
CLARIFYING OBJECTIVE	LDC-15d:	Scribble and/or imitate an adult's marks with markers, crayons, paints, etc. *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective **7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks**
CLARIFYING OBJECTIVE	LDC-15e:	Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger. *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective **7b.5 Emerging to 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end**
CONTENT AREA / STRAND	**NC.CD.**	**Cognitive Development (CD) – Older Toddlers**
STRAND / ESSENTIAL STANDARD		**Construction of Knowledge: Thinking and Reasoning**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**CD-1:**	**Children use their senses to construct knowledge about the world around them.**
CLARIFYING OBJECTIVE	CD-1e:	Explore objects and materials physically to learn about their properties. *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.4 Explores and investigates ways to make something happen**
CLARIFYING OBJECTIVE	CD-1f:	Experiment with safe tools to learn how they work (wooden hammer with pegs, sifter, and funnel). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.4 Explores and investigates ways to make something happen**

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CLARIFYING OBJECTIVE	CD-1g:	Express knowledge gathered through their senses through play (imitate something they have seen an adult do, show they understand how to sort by sorting toys as they are playing). *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.4 Explores and investigates ways to make something happen**
CONTENT AREA / STRAND	**NC.CD.**	**Cognitive Development (CD) – Older Toddlers**
STRAND / ESSENTIAL STANDARD		**Construction of Knowledge: Thinking and Reasoning**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**CD-2:**	**Children recall information and use it for new situations and problems.**
CLARIFYING OBJECTIVE	CD-2k:	Search for objects in several places, even when not seen recently. *GOLD*® Objectives for Development and Learning • Objective **12 Remembers and connects experiences a. Recognizes and recalls** **Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view**
CLARIFYING OBJECTIVE	CD-2l:	Show they remember people, objects, and events (tell about them, act them out, and point out similar happenings). *GOLD*® Objectives for Development and Learning • Objective **12 Remembers and connects experiences a. Recognizes and recalls** **Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view**
CLARIFYING OBJECTIVE	CD-2m:	Show they remember the order in which familiar events happen (finish line in story or song, get ready to go outdoors after snack). *GOLD*® Objectives for Development and Learning • Objective **12 Remembers and connects experiences a. Recognizes and recalls** **Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view**
CLARIFYING OBJECTIVE	CD-2n:	Choose objects to represent something else with similar features during play (block for cell phone, large sheet for tent). *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**
CONTENT AREA / STRAND	**NC.CD.**	**Cognitive Development (CD) – Older Toddlers**
STRAND / ESSENTIAL STANDARD		**Construction of Knowledge: Thinking and Reasoning**

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-3:	Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.
CLARIFYING OBJECTIVE	CD-3d:	Use words like "think," "remember," and "pretend." *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.4 Explores and investigates ways to make something happen**
CLARIFYING OBJECTIVE	CD-3e:	Talk about what they and other people want or like. *GOLD*® Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** Objective **3a.2 Responds appropriately to others' expressions of wants**
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Creative Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-4:	Children demonstrate appreciation for different forms of artistic expression.
CLARIFYING OBJECTIVE	CD-4e:	Express pleasure in different forms of art (calls something "pretty," express preferences, choose to look at book of photographs or listen to music again). *GOLD*® Objectives for Development and Learning • Objective **33 Explores the visual arts** • Objective **34 Explores musical concepts and expression**
CLARIFYING OBJECTIVE	CD-4f:	Participate in and describe art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). *GOLD*® Objectives for Development and Learning • Objective **33 Explores the visual arts** • Objective **34 Explores musical concepts and expression** Objective **35 Explores dance and movement concepts** • Objective **36 Explores drama through actions and language**
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Creative Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-5:	Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.

CLARIFYING OBJECTIVE	CD-5i:	Recreate familiar scenes using play materials, language, and actions. *GOLD*® Objectives for Development and Learning • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
CLARIFYING OBJECTIVE	CD-5j:	Experiment and create art with clay, crayons, markers, paint, and collage materials. *GOLD*® Objectives for Development and Learning • Objective 33 Explores the visual arts
CLARIFYING OBJECTIVE	CD-5k:	Make up simple nonsense songs, sign, chant, and dance (sing "la-la-la-la" on two pitches, twirl around and fall down, "march" by lifting knees high). *GOLD*® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
CLARIFYING OBJECTIVE	CD-5l:	Express ideas and feelings through music, movement, and dance. *GOLD*® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression Objective 35 Explores dance and movement concepts • Objective 36 Explores drama through actions and language
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Social Connections
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-6:	Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.
CLARIFYING OBJECTIVE	CD-6e:	Use play to show what they know about relationships and roles in families and other familiar contexts. *GOLD*® Objectives for Development and Learning • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
CLARIFYING OBJECTIVE	CD-6f:	Talk about what others do during the day ("Mommy at work. Mimi at home."). *GOLD*® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.4 Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end

CLARIFYING OBJECTIVE	CD-6g:	Help with daily routines (put cups out for lunch, feed pets, and wash tables). *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
CONTENT AREA / STRAND	**NC.CD.**	**Cognitive Development (CD) – Older Toddlers**
STRAND / ESSENTIAL STANDARD		**Social Connections**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**CD-7:**	**Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).**
CLARIFYING OBJECTIVE	CD-7c:	Put self into categories based on age, gender, and physical characteristics ("I'm a girl." "I have long hair."). *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
CONTENT AREA / STRAND	**NC.CD.**	**Cognitive Development (CD) – Older Toddlers**
STRAND / ESSENTIAL STANDARD		**Social Connections**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**CD-8:**	**Children identify and demonstrate acceptance of similarities and differences between themselves and others.**
CLARIFYING OBJECTIVE	CD-8b:	Describe people who are similar and different based on characteristics such as age, gender, and other physical characteristics. *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
CLARIFYING OBJECTIVE	CD-8c:	Show awareness of similarities and differences among people and families during play. *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
CONTENT AREA / STRAND	**NC.CD.**	**Cognitive Development (CD) – Older Toddlers**
STRAND / ESSENTIAL STANDARD		**Social Connections**
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	**CD-9:**	**Children explore concepts connected with their daily experiences in their community.**
CLARIFYING OBJECTIVE	CD-9a:	Use play to communicate what they know about their community (pretend to go to the store, pretend to be a police person). *GOLD*® Objectives for Development and Learning • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

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CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Mathematical Thinking and Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-10:	Children show understanding of numbers and quantities during play and other activities.
CLARIFYING OBJECTIVE	CD-10f:	Use words or actions that show understanding of the concepts of "more," "all," and/or "none" (ask for more food, stop asking for more blocks when told they have "all" of the blocks, become upset when told there is no more Play-Doh®). *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
CLARIFYING OBJECTIVE	CD-10g:	Attempt to chant or recite numbers, but not necessarily in the correct order. *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations a. Counts Objective **20a.2 Verbally counts (not always in the correct order)**
CLARIFYING OBJECTIVE	CD-10h:	Place items in one-to-one correspondence during play and daily routines (one spoon at each plate; one doll in each toy car). *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
CLARIFYING OBJECTIVE	CD-10i:	Make a small group (1-3) with the same number of items as another group of items (take 3 balls from a basket after the teacher shows the group that she has 3 balls and asks each person to take the same number of balls). *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations b. Quantifies** Objective **20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts**
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Mathematical Thinking and Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-11:	Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.

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CLARIFYING OBJECTIVE	CD-11d:	Group objects into categories (cars with cars, plates separated from cups). *GOLD*® Objectives for Development and Learning • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
CLARIFYING OBJECTIVE	CD-11e:	Use size and amount words to label objects, people, and collections (big truck, a lot of cookies, little baby). *GOLD*® Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Mathematical Thinking and Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-12:	Children identify and use common shapes and concepts about position during play and other activities.
CLARIFYING OBJECTIVE	CD-12e:	Respond to and begin to use words describing positions (in, on, over, under, etc.). *GOLD*® Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)
CLARIFYING OBJECTIVE	CD-12f:	Name or match a few shapes. *GOLD*® Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
CLARIFYING OBJECTIVE	CD-12g:	Stack or line up blocks that are the same shape. *GOLD*® Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Mathematical Thinking and Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-13:	Children use mathematical thinking to solve problems in their everyday environment.

CLARIFYING OBJECTIVE	CD-13a:	Use observation and emerging counting skills (1, 2, 3) during play and other daily activities. *GOLD*® Objectives for Development and Learning • Objective 20 Uses number concepts and operations a. Counts Objective 20a.2 Verbally counts (not always in the correct order)
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Scientific Exploration and Knowledge
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-14:	Children observe and describe characteristics of living things and the physical world.
CLARIFYING OBJECTIVE	CD-14c:	Participate in the care of living things with guidance and support (water plants, help to feed classroom pet). *GOLD*® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
CLARIFYING OBJECTIVE	CD-14d:	Show curiosity and investigate the world of nature indoors and outdoors (pick up rocks, scratch frost on window, ask questions about things seen outdoors). *GOLD*® Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth's environment
CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Older Toddlers
STRAND / ESSENTIAL STANDARD		Scientific Exploration and Knowledge
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-15:	Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.
CLARIFYING OBJECTIVE	CD-15f:	Investigate differences between materials (sand, water, goop, moving air). *GOLD*® Objectives for Development and Learning • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
CLARIFYING OBJECTIVE	CD-15g:	Use simple tools to manipulate and explore objects and materials, with guidance and support (containers for pouring, sand mold, magnifying glass). *GOLD*® Objectives for Development and Learning • Objective 28 Uses tools and other technology to perform tasks
CLARIFYING OBJECTIVE	CD-15h:	Notice changes in materials when mixing and manipulating (paint, Play-Doh®, food ingredients). *GOLD*® Objectives for Development and Learning • Objective 26 Demonstrates knowledge of the physical properties of objects and materials