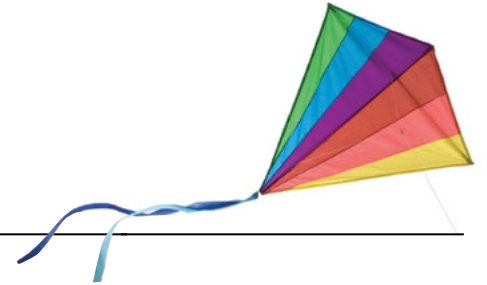**TeachingStrategies®**

Alignment of

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

WITH

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

aligned to

New York State Early Learning Guidelines

Ages birth to 18 months; adopted 2012

STRAND / DOMAIN / UNIFYING THEME	NY.I.	Physical Well-Being, Health, and Motor Development (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	I.A.	Gross Motor Skills
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.1.	**Lifts head and chest while on tummy** _GOLD®_ Objectives for Development and Learning • Objective **5** Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.2.	**Supports upper body with arms while lying on tummy** _GOLD®_ Objectives for Development and Learning • Objective **5** Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.3.	**Gains 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
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.4.	**Rolls over (front to back, back to front)** _GOLD®_ Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.5.	**Pounds on things with hands and kicks legs** _GOLD®_ Objectives for Development and Learning • Objective **6** Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects

STANDARD / CONCEPTUAL UNDERSTANDING	I.A.6.	Sits with support *GOLD*® Objectives for Development and Learning • Objective **5** Demonstrates balancing skills Objective **5.2** Balances while exploring immediate environment
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.7.	Rocks back and forth on hands and knees and, later, crawls *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
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.8.	Sits without support *GOLD*® Objectives for Development and Learning • Objective **5** Demonstrates balancing skills Objective **5.4** Experiments with different ways of balancing
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.9.	Pulls self up to stand, holding onto something or someone *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.2** Moves to explore immediate environment
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.10.	Stands independently *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.2** Moves to explore immediate environment
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.11.	Walks holding onto furniture *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.2** Moves to explore immediate environment
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.12.	Walks *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.2** Moves to explore immediate environment

STANDARD / CONCEPTUAL UNDERSTANDING	I.A.13.	Stoops or squats to explore things on the ground *GOLD*® Objectives for Development and Learning • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.14.	Tries to climb stairs, with assistance *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STRAND / DOMAIN / UNIFYING THEME	NY.I.	Physical Well-Being, Health, and Motor Development (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	I.B.	Fine Motor Skills
STANDARD / CONCEPTUAL UNDERSTANDING	I.B.1.	Grasps caregivers' fingers *GOLD*® Objectives for Development and Learning • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects
STANDARD / CONCEPTUAL UNDERSTANDING	I.B.2.	Plays with own feet/toes and discovers hands *GOLD*® Objectives for Development and Learning • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects
STANDARD / CONCEPTUAL UNDERSTANDING	I.B.3.	Consistently reaches for toys, objects, and bottles with both hands *GOLD*® Objectives for Development and Learning • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects
STANDARD / CONCEPTUAL UNDERSTANDING	I.B.4.	Mimics hand clapping or a good-bye wave *GOLD*® Objectives for Development and Learning • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects

STANDARD / CONCEPTUAL UNDERSTANDING	I.B.5.	Hand-to-mouth movements show increasing coordination with self-feeding if culturally appropriate *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
STANDARD / CONCEPTUAL UNDERSTANDING	I.B.6.	Transfers small objects from hand to hand *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
STANDARD / CONCEPTUAL UNDERSTANDING	I.B.7.	Puts objects in and empties objects out from containers *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
STANDARD / CONCEPTUAL UNDERSTANDING	I.B.8.	Picks up object with thumb and forefinger *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
STANDARD / CONCEPTUAL UNDERSTANDING	I.B.9.	Turns pages of large books, often turning multiple pages at the same time *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
STANDARD / CONCEPTUAL UNDERSTANDING	I.B.10.	Makes marks on paper with whole arm movement while writing/using drawing implements (e.g., thick pencil, crayon, marker) *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

STRAND / DOMAIN / UNIFYING THEME	NY.I.	Physical Well-Being, Health, and Motor Development (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	I.C.	Sensorimotor Skills
STANDARD / CONCEPTUAL UNDERSTANDING	I.C.1.	Sucks smoothly from nipple (breast or bottle) No Correlations
STANDARD / CONCEPTUAL UNDERSTANDING	I.C.2.	Responds by turning toward sound and 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
STANDARD / CONCEPTUAL UNDERSTANDING	I.C.3.	Focuses eyes on near and far objects *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STANDARD / CONCEPTUAL UNDERSTANDING	I.C.4.	Explores the environment with mouth and hands *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
STANDARD / CONCEPTUAL UNDERSTANDING	I.C.5.	Moves 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
STANDARD / CONCEPTUAL UNDERSTANDING	I.C.6.	Coordinates eye and hand movements (e.g., puts objects into large container) *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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STANDARD / CONCEPTUAL UNDERSTANDING	I.C.7.	Explores and responds to different surface textures (e.g., hard tables, soft cushions) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	I.C.8.	**Begins to eat table food** **No Correlations**
STRAND / DOMAIN / UNIFYING THEME	NY.I.	**Physical Well-Being, Health, and Motor Development (Birth to 18 months)**
CATEGORY / CLUSTER / KEY IDEA	I.D.	**Physical Fitness: Daily Activities**
STANDARD / CONCEPTUAL UNDERSTANDING	I.D.1.	**Shows alertness during waking periods** *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
STANDARD / CONCEPTUAL UNDERSTANDING	I.D.2.	**Sustains structured physical activity for at least three to five minutes at a time** *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
STANDARD / CONCEPTUAL UNDERSTANDING	I.D.3.	**Initiates active play, exploring and interacting with environment** *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
STRAND / DOMAIN / UNIFYING THEME	NY.I.	**Physical Well-Being, Health, and Motor Development (Birth to 18 months)**
CATEGORY / CLUSTER / KEY IDEA	I.E.	**Physical Fitness: Variety and Well-Being**

STANDARD / CONCEPTUAL UNDERSTANDING	I.E.1.	Attempts new gross and fine motor activities, often with assistance *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** • Objective **6** Demonstrates gross-motor manipulative skills Objective **6.2 Reaches, grasps, and releases objects** • Objective **7** Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective **7a.2 Reaches for, touches, and holds objects purposefully**
STANDARD / CONCEPTUAL UNDERSTANDING	I.E.2.	Child explores environment with body *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**
STANDARD / CONCEPTUAL UNDERSTANDING	I.E.3.	Child exhibits comfort in the outdoors *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**
STANDARD / CONCEPTUAL UNDERSTANDING	I.E.4.	Child responds to environmental cues to relax and rest *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**
STRAND / DOMAIN / UNIFYING THEME	NY.I.	Physical Well-Being, Health, and Motor Development (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	I.F.	Daily Living Skills
STANDARD / CONCEPTUAL UNDERSTANDING	I.F.1.	Indicates anticipation of feeding on seeing breast, bottle, or 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**

STANDARD / CONCEPTUAL UNDERSTANDING	I.F.2.	Assists caregiver with holding bottle, later grasps a cup, then eats with fingers *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
STANDARD / CONCEPTUAL UNDERSTANDING	I.F.3.	Demonstrates increasing ability to self-soothe *GOLD*® Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors a. Manages feelings Objective **1a.3** Emerging to **1a.4** Comforts self by seeking out special object or person
STANDARD / CONCEPTUAL UNDERSTANDING	I.F.4.	Removes loose clothing (e.g., socks, hats, mittens) *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
STANDARD / CONCEPTUAL UNDERSTANDING	I.F.5.	Assists with undressing, dressing, and diapering *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
STANDARD / CONCEPTUAL UNDERSTANDING	I.F.6.	Assists with hand washing and tooth brushing as soon as first tooth appears *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
STANDARD / CONCEPTUAL UNDERSTANDING	I.F.7.	Participates increasingly in sleeping routines such as gathering blanket and removing shoes *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
STRAND / DOMAIN / UNIFYING THEME	NY.I.	Physical Well-Being, Health, and Motor Development (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	I.G.	Daily Living Skills: Hygiene

STANDARD / CONCEPTUAL UNDERSTANDING	I.G.1.	Responds to vocalizations during diaper changing 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
STANDARD / CONCEPTUAL UNDERSTANDING	I.G.2.	Washes and dries hands, with assistance *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STANDARD / CONCEPTUAL UNDERSTANDING	I.G.3.	Begins to brush gums and teeth with assistance *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STANDARD / CONCEPTUAL UNDERSTANDING	I.G.4.	Demonstrates a beginning understanding of basic hygiene steps when prompted by caregiver (crawling to the changing table, bringing a new diaper) *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
STRAND / DOMAIN / UNIFYING THEME	NY.I.	Physical Well-Being, Health, and Motor Development (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	I.H.	Nutrition
STANDARD / CONCEPTUAL UNDERSTANDING	I.H.1.	Demonstrates hunger clearly *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
STANDARD / CONCEPTUAL UNDERSTANDING	I.H.2.	Regulates the speed and intensity with which he/she eats *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

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STANDARD / CONCEPTUAL UNDERSTANDING	I.H.3.	Consumes a variety of nutritious foods from all food groups *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**
STANDARD / CONCEPTUAL UNDERSTANDING	I.H.4.	Explores food with fingers *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**
STANDARD / CONCEPTUAL UNDERSTANDING	I.H.5.	Tries new foods when offered *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**
STRAND / DOMAIN / UNIFYING THEME	NY.I.	Physical Well-Being, Health, and Motor Development (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	I.I.	Safe Practices
STANDARD / CONCEPTUAL UNDERSTANDING	I.I.1.	Responds to cues from caregivers about warnings of danger *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**
STANDARD / CONCEPTUAL UNDERSTANDING	I.I.2.	Shows recognition of the difference between primary caregivers and strangers *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**
STANDARD / CONCEPTUAL UNDERSTANDING	I.I.3.	Reacts when caregiver says "no" but may need assistance to stop unsafe behavior *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**
STRAND / DOMAIN / UNIFYING THEME	NY.I.	Physical Well-Being, Health, and Motor Development (Birth to 18 months)

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CATEGORY / CLUSTER / KEY IDEA	I.J.	Rules and Self-Regulation
STANDARD / CONCEPTUAL UNDERSTANDING	I.J.1.	Can be distracted from unsafe behavior with words, physical prompts, or signal from adult but requires constant supervision and guidance (e.g., stops unsafe activity when told "stop") *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**
STANDARD / CONCEPTUAL UNDERSTANDING	I.J.2.	Follows some consistently set rules and routines *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**
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	II.A.	Interactions with Adults
STANDARD / CONCEPTUAL UNDERSTANDING	II.A.1.	Quiets when comforted, especially by familiar adult, most of the time *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.A.2.	Shows preference for regular care provider *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.A.3.	Initiates and maintains interactions with caregivers (e.g., smiles, gestures, verbal) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.A.4.	Imitates familiar adults' gestures and sounds *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**

STANDARD / CONCEPTUAL UNDERSTANDING	II.A.5.	Shows affection for adults through facial expressions and gestures *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.A.6.	Explores environment with guidance *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.A.7.	Distinguishes between familiar and unfamiliar adults (e.g., prefers comfort from familiar adult) *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** Objective **2a.2 Demonstrates a secure attachment to one or more adults**
STANDARD / CONCEPTUAL UNDERSTANDING	II.A.8.	Exhibits separation anxiety by clinging to caregiver in the presence of strangers *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**
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	II.B.	Interactions with Adults: Children Seek Assistance from Adults
STANDARD / CONCEPTUAL UNDERSTANDING	II.B.1.	Cries, makes sounds, or uses body movements to signal caregiver for assistance, attention, or need for comfort *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**

STANDARD / CONCEPTUAL UNDERSTANDING	II.B.2.	Looks for caregivers' response in uncertain situations *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.B.3.	Tests caregiver responses to own behavior (e.g., reaches for a forbidden object and looks at caregiver to check response) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.B.4.	Looks to adult for indication of appropriate and inappropriate behavior *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.B.5.	Seeks out familiar adult when uncomfortable *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**
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	II.C.	Interaction with Peers
STANDARD / CONCEPTUAL UNDERSTANDING	II.C.1.	Smiles spontaneously at other children *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**

STANDARD / CONCEPTUAL UNDERSTANDING	II.C.2.	Shows enjoyment in interactions with other children, as expressed in gestures, facial expressions, and vocalizations *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.C.3.	Shows interest in other children by watching them and tracking their behavior *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
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	II.D.	Interaction with Peers: Cooperation
STANDARD / CONCEPTUAL UNDERSTANDING	II.D.1.	Observes other children and imitates their sounds, actions, and motions *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.D.2.	Shows enjoyment in interaction with other children, as expressed in gestures, facial expressions, and vocalizations *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.D.3.	Able to sustain play with caregiver (rolling a ball, peek-a-boo) *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
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	II.E.	Interaction with Peers: Negotiation

STANDARD / CONCEPTUAL UNDERSTANDING	II.E.1.	Elicits attention of adults *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.E.2.	Communicates needs with vocalizations and gestures *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.E.3.	Reaches out to touch other children or grabs their toys *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.E.4.	Accepts adult intervention to negotiate disputes over toys *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
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	II.F.	Adaptive Social Behavior
STANDARD / CONCEPTUAL UNDERSTANDING	II.F.1.	Repeats actions many times to cause a desired effect (e.g., smiles because it make caregivers smile and laugh) *GOLD*® Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
STANDARD / CONCEPTUAL UNDERSTANDING	II.F.2.	Recognizes that certain adult actions are associated with expected behavior (e.g., "When caregiver puts me in crib, I am supposed to go to sleep") *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

STANDARD / CONCEPTUAL UNDERSTANDING	II.F.3.	Shows understanding that characters from books are associated with certain actions or behaviors (e.g., animal book and animal sounds) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.F.4.	Recognizes that inappropriate behavior will elicit reaction from adults *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.F.5.	Demonstrates interest in physically hurt or emotionally upset child or adult *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**
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	II.G.	Adaptive Social Behavior: Group Activities
STANDARD / CONCEPTUAL UNDERSTANDING	II.G.1.	Smiles at other children and adults *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.G.2.	Reaches out to touch other children or grabs their toys *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**

STANDARD / CONCEPTUAL UNDERSTANDING	II.G.3.	Expresses contentment or joy when with other children or when a familiar adult is present *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 • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend
STANDARD / CONCEPTUAL UNDERSTANDING	II.G.4.	Begins to participate in simple parallel play with other children *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	II.H.	Adaptive Social Behavior: Diverse Settings
STANDARD / CONCEPTUAL UNDERSTANDING	II.H.1.	Actively observes surroundings *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.H.2.	Demonstrates recognition of a new setting by changing behavior (e.g., looks to parent for guidance) *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.H.3.	Explores new settings with guidance from caregiver *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

STANDARD / CONCEPTUAL UNDERSTANDING	II.H.4.	Is at ease in familiar settings (e.g., classroom, motor room, playground) *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**
STRAND / DOMAIN / UNIFYING THEME	**NY.II.**	**Social and Emotional Development (Birth to 18 months)**
CATEGORY / CLUSTER / KEY IDEA	**II.I.**	**Adaptive Social Behavior: Empathy**
STANDARD / CONCEPTUAL UNDERSTANDING	II.I.1.	Watches and observes adults and children *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.1 Emerging to 2b.2 Reacts to others' emotional expressions**
STANDARD / CONCEPTUAL UNDERSTANDING	II.I.2.	Smiles when sees a smiling face *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.I.3.	Reacts when someone is crying or upset *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.I.4.	Explores environment with multiple senses *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.2 Uses senses to explore the immediate environment**
STRAND / DOMAIN / UNIFYING THEME	**NY.II.**	**Social and Emotional Development (Birth to 18 months)**
CATEGORY / CLUSTER / KEY IDEA	**II.J.**	**Appreciating Diversity**

STANDARD / CONCEPTUAL UNDERSTANDING	II.J.1.	Observes body parts and self in mirror _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
STANDARD / CONCEPTUAL UNDERSTANDING	II.J.2.	Focuses attention on others _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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.J.3.	Notices others' physical characteristics (e.g., pats others' hair) _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
STANDARD / CONCEPTUAL UNDERSTANDING	II.J.4.	Distinguishes primary caregivers from 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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.J.5.	May initially react to and/or interact differently with others who are of different ethnic and cultural backgrounds, of a different gender, who speak other languages, or have special needs **No Correlations**
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	II.K.	Self-Concept
STANDARD / CONCEPTUAL UNDERSTANDING	II.K.1.	Signals caregivers for assistance, attention, or need for comfort _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

STANDARD / CONCEPTUAL UNDERSTANDING	II.K.2.	Explores own body (e.g., observes hands, reaches for toes) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.K.3.	Explores the face and other body parts of others (e.g., touches caregivers' ears, hair, hands) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.K.4.	Responds with gestures or vocalizations when name is spoken *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.K.5.	Shows awareness of self in voice, mirror image, and body *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.K.6.	Attempts to complete basic daily living tasks (e.g., eating, getting dressed) *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**
STRAND / DOMAIN / UNIFYING THEME	**NY.II.**	**Social and Emotional Development (Birth to 18 months)**
CATEGORY / CLUSTER / KEY IDEA	**II.L.**	**Self-Concept: Abilities and Preferences**
STANDARD / CONCEPTUAL UNDERSTANDING	II.L.1.	Shows preference for primary caregivers *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**

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STANDARD / CONCEPTUAL UNDERSTANDING	II.L.2.	Identifies familiar objects (e.g., bottle, blanket) *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.L.3.	Smiles at self in mirror *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.L.4.	Notices and explores hands, eventually becoming aware that they are attached and that they can be controlled to do things *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.L.5.	Points or moves toward desired people or objects *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.L.6.	Plays with one object more often than others *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.L.7.	Repeats a motion or noise to replicate a result *GOLD*® Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results

STANDARD / CONCEPTUAL UNDERSTANDING	II.L.8.	Makes choices about what toys to play with *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.L.9.	Protests when does not want to do something (e.g., arches back when doesn't want to sit in high chair) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.L.10.	Responds to requests for action (e.g., claps for the song) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.L.11.	Points to and may name at least two body parts when asked *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**
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	II.M.	Self-Efficacy
STANDARD / CONCEPTUAL UNDERSTANDING	II.M.1.	Repeats a sound or gesture that creates an effect (e.g., repeatedly shakes a rattle after discovering that it makes a 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**

STANDARD / CONCEPTUAL UNDERSTANDING	II.M.2.	Recognizes that adults respond to cues *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.M.3.	Explores environment, at first in close contact with caregiver and then farther away from caregiver as child grows *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.M.4.	Looks to caregiver when accomplishing new tasks (e.g., standing or walking) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.M.5.	Gives objects or toys to others (e.g., picks up rock then reaches to give it to caregiver) *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.3 Emerging to 2c.4 Uses successful strategies for entering groups**
STANDARD / CONCEPTUAL UNDERSTANDING	II.M.6.	Smiles when succeeding in a task/activity *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**
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	II.N.	Self-Control
STANDARD / CONCEPTUAL UNDERSTANDING	II.N.1.	Develops increasing consistency in sleeping, waking, and eating patterns *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**

STANDARD / CONCEPTUAL UNDERSTANDING	II.N.2.	Engages in some regular behaviors (e.g., sings or babbles self to sleep, goes to high chair when hungry) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.N.3.	Participates in routine interactions (e.g., quiets body when picked up; cooperates in 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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.N.4.	Anticipates routine interactions (e.g., lifts arms toward caregiver to be picked up) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.N.5.	Follows some consistently set rules and routines (e.g., chooses book after lunch for quiet time) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.N.6.	Begins to assert self by resisting familiar caregiver requests with regard to rules *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**
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	II.O.	Self-Control: Feelings and Impulses

STANDARD / CONCEPTUAL UNDERSTANDING	II.O.1.	Signals needs with sounds or motions (e.g., turns head and roots or cries when hungry or reaches for wanted object of comfort) *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.O.2.	Relaxes or stops crying when comforted, especially by familiar adult (e.g., when swaddled or spoken to softly) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.O.3.	Comforts self by clutching, sucking, or stroking when tired or stressed (e.g., calms while stroking or holding soft blanket) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.O.4.	Communicates need for support or help from adults (e.g., holds out arms when tired) *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
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	II.P.	Emotional Expression
STANDARD / CONCEPTUAL UNDERSTANDING	II.P.1.	Cries, uses other vocalizations, facial expressions, or body language to express emotions and to get needs met *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.P.2.	Responds to emotional cues and social situations (e.g., crying when other babies cry) *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**

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STANDARD / CONCEPTUAL UNDERSTANDING	II.P.3.	Smiles, waves, or laughs in response to positive adult interaction *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.P.4.	Frowns in response to discomfort or inability to do something *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**
STRAND / DOMAIN / UNIFYING THEME	**NY.III.**	**Approaches to Learning (Birth to 18 months)**
CATEGORY / CLUSTER / KEY IDEA	**III.A.**	**Curiosity and Interest**
STANDARD / CONCEPTUAL UNDERSTANDING	III.A.1.	Shows interest in people by changing behavior *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**
STANDARD / CONCEPTUAL UNDERSTANDING	III.A.2.	Reacts to new voices or sounds by turning in the direction of sound, becoming more quiet or active, or changing facial expressions *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**
STANDARD / CONCEPTUAL UNDERSTANDING	III.A.3.	Shows interest by exploring, manipulating, or staring at new objects in the environment *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.2 Uses senses to explore the immediate environment**
STANDARD / CONCEPTUAL UNDERSTANDING	III.A.4.	Uses all senses to explore the environment (e.g., reaching out to touch rain) *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**
STRAND / DOMAIN / UNIFYING THEME	**NY.III.**	**Approaches to Learning (Birth to 18 months)**

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CATEGORY / CLUSTER / KEY IDEA	III.B.	Initiative
STANDARD / CONCEPTUAL UNDERSTANDING	III.B.1.	Engages in and actively explores new surroundings *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
STANDARD / CONCEPTUAL UNDERSTANDING	III.B.2.	Engages familiar adults and children in interactions (e.g., smiling, approaching, not withdrawing) *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
STANDARD / CONCEPTUAL UNDERSTANDING	III.B.3.	Shows interest in wanting to perform self-help skills *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
STANDARD / CONCEPTUAL UNDERSTANDING	III.B.4.	Selects a book, toy, or item from several options *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
STANDARD / CONCEPTUAL UNDERSTANDING	III.B.5.	Shows likes and dislikes for activities, experiences, and interactions *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
STRAND / DOMAIN / UNIFYING THEME	NY.III.	Approaches to Learning (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	III.C.	Persistence and Attentiveness
STANDARD / CONCEPTUAL UNDERSTANDING	III.C.1.	Holds attention of caregiver (e.g., smiles, babbles, sustains eye-contact) *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

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STANDARD / CONCEPTUAL UNDERSTANDING	III.C.2.	Directs attention towards objects by reaching, grasping, or staring at them *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**
STANDARD / CONCEPTUAL UNDERSTANDING	III.C.3.	Examines a toy, rattle, or face for a brief period of time *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**
STANDARD / CONCEPTUAL UNDERSTANDING	III.C.4.	Repeats simple motions or activities (e.g., swats at mobile, consistently reaches for objects) *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning b. Persists** Objective **11b.2 Repeats actions to obtain similar results**
STANDARD / CONCEPTUAL UNDERSTANDING	III.C.5.	Remembers where favorite items are stored *GOLD*® Objectives for Development and Learning • Objective **12 Remembers and connects experiences a. Recognizes and recalls** Objective **12a.3 Emerging to 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view**
STANDARD / CONCEPTUAL UNDERSTANDING	III.C.6.	Focuses on reader or story teller for brief periods of time *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **111a.3 Emerging to 1a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**
STANDARD / CONCEPTUAL UNDERSTANDING	III.C.7.	Tries different ways of doing things *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**
STRAND / DOMAIN / UNIFYING THEME	**NY.III.**	**Approaches to Learning (Birth to 18 months)**
CATEGORY / CLUSTER / KEY IDEA	**III.D.**	**Creativity and Inventiveness**

STANDARD / CONCEPTUAL UNDERSTANDING	III.D.1.	Inspects own hands and feet (e.g., by mouthing) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	III.D.2.	Mouths, shakes, bangs, drops, or throws 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**
STANDARD / CONCEPTUAL UNDERSTANDING	III.D.3.	Imitates action observed in another situation (e.g., tries to stack blocks after watching another child stack blocks, bangs on surface after watching drumming at a cultural event) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	III.D.4.	Uses items differently and creatively (e.g., a bucket is turned upside down to build a tower base or to be a pedestal) *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**
STRAND / DOMAIN / UNIFYING THEME	NY.III.	Approaches to Learning (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	III.E.	Reflection and Interpretation
STANDARD / CONCEPTUAL UNDERSTANDING	III.E.1.	Tracks people and objects by moving head as they move *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**
STANDARD / CONCEPTUAL UNDERSTANDING	III.E.2.	Behaves in consistent ways to elicit desired response (e.g., kicks a mobile) *GOLD*® Objectives for Development and Learning • Objective **11** Demonstrates positive approaches to learning b. Persists Objective **11b.2 Repeats actions to obtain similar results**

STANDARD / CONCEPTUAL UNDERSTANDING	III.E.3.	Plays games with primary caregiver that involve repetition (e.g., peek-a-boo) *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning b. Persists** Objective **11b.2 Repeats actions to obtain similar results**
STANDARD / CONCEPTUAL UNDERSTANDING	III.E.4.	Experiments to see if similar objects will cause similar responses (e.g., shakes stuffed animal in the same way as a rattle to hear noise) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	III.E.5.	Displays recognition and excitement about game or toys from previous day *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**
STANDARD / CONCEPTUAL UNDERSTANDING	III.E.6.	Applies knowledge to new situations (e.g., bangs on bucket instead of drum) *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**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	**Cognition and General Knowledge (Birth to 18 months)**
CATEGORY / CLUSTER / KEY IDEA	IV.A.	**Causation: Children demonstrate awareness of cause and effect**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.A.1.	Looks for or orients toward a dropped object *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.A.2.	Uses sounds, gestures, and movements to impact the environment and interactions *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**

STANDARD / CONCEPTUAL UNDERSTANDING	IV.A.3.	Acts on an object to make a pleasing sight, sound, or motion (e.g., kicks or swats mobile, continues to bat at object to repeat 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
STANDARD / CONCEPTUAL UNDERSTANDING	IV.A.4.	Begins to demonstrate understanding of causality, repeats actions many times to cause desired effect *GOLD®* Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	IV.B.	Critical and Analytic Thinking: Children compare, contrast, examine, and evaluate experiences, tasks, and events
STANDARD / CONCEPTUAL UNDERSTANDING	IV.B.1.	Imitates others' actions, gestures, and sounds *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
STANDARD / CONCEPTUAL UNDERSTANDING	IV.B.2.	Explores objects in many different ways (e.g., mouthing, shaking, banging, throwing) *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
STANDARD / CONCEPTUAL UNDERSTANDING	IV.B.3.	Observes others' activities and may attempt to imitate (e.g., wind arm on jack-inbox to make it open) *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

STANDARD / CONCEPTUAL UNDERSTANDING	IV.B.4.	When looking at picture of object (e.g., in book), may acknowledge same real object in environment *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**
STRAND / DOMAIN / UNIFYING THEME	**NY.IV.**	**Cognition and General Knowledge (Birth to 18 months)**
CATEGORY / CLUSTER / KEY IDEA	**IV.C.**	**Critical and Analytic Thinking: Children use past knowledge to build new knowledge**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.C.1.	Shakes stuffed animal or object in same way as rattle to hear noise *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning b. Persists** Objective **11b.2 Repeats actions to obtain similar results**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.C.2.	Demonstrates object permanence, understanding that at people or things exist even when out of view (e.g., continues to reach for toy that has been hidden under a blanket) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.C.3.	Uses objects as intended (e.g., pushes buttons on plastic phone, drinks from cup) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.C.4.	Understands how familiar objects are used in combination (e.g., spoon in bowl, socks on feet) *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**
STRAND / DOMAIN / UNIFYING THEME	**NY.IV.**	**Cognition and General Knowledge (Birth to 18 months)**
CATEGORY / CLUSTER / KEY IDEA	**IV.D.**	**Problem-Solving: Children find multiple solutions to questions, tasks, problems, and challenges**

STANDARD / CONCEPTUAL UNDERSTANDING	IV.D.1.	Reaches for a toy or object that has rolled away *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.D.2.	Seeks assistance from caregiver to solve a problem by using vocalizations, facial expressions, or gestures *GOLD*® Objectives for Development and Learning
STANDARD / CONCEPTUAL UNDERSTANDING	IV.D.3.	Uses objects as a means to an end (e.g., uses a bucket to transport blocks from one room to another, uses spoon to reach for food) *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**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	IV.E.	Representational Thought: Children use symbols to represent objects
STANDARD / CONCEPTUAL UNDERSTANDING	IV.E.1.	Engages in sustained gazing or tracking of object with eyes *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.E.2.	Recognizes people, animals, or objects in pictures or photographs *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**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	IV.F.	Representational Thought: Children distinguish between fantasy and reality
STANDARD / CONCEPTUAL UNDERSTANDING	IV.F.1.	Makes animal sounds *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**

STANDARD / CONCEPTUAL UNDERSTANDING	IV.F.2.	Begins make-believe play (e.g., rocks or feeds a baby doll) _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**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	**Cognition and General Knowledge (Birth to 18 months)**
CATEGORY / CLUSTER / KEY IDEA	IV.G.	**Number and Sense Operations: Children demonstrate knowledge of numbers and counting**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.G.1.	**Understands the concept of "more" in reference to food or play** _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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.G.2.	**Uses gestures to request "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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.G.3.	**Imitates rote counting using some names of numbers** _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)**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	**Cognition and General Knowledge (Birth to 18 months)**
CATEGORY / CLUSTER / KEY IDEA	IV.H.	**Measurement: Children demonstrate knowledge of size, volume, height, weight, and length**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.H.1.	**Plays with toys and objects with different sizes and shapes** _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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.H.2.	**Nests smaller object inside larger one (e.g., puts block in cup)** _GOLD®_ Objectives for Development and Learning • Objective **22 Compares and measures a. Measures objects** Objective **22a.2 Makes simple comparisons between two**

STANDARD / CONCEPTUAL UNDERSTANDING	IV.H.3.	Orders a few objects by size, with assistance _GOLD®_ Objectives for Development and Learning • Objective **22 Compares and measures a. Measures objects** **Objective 22a.3 Emerging to 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	IV.I.	Properties of Ordering: Children identify and label shapes
STANDARD / CONCEPTUAL UNDERSTANDING	IV.I.1.	Plays with shape toys, though often does not match correctly (e.g., the round beanbag goes in the round hole; the square beanbag goes in the square hole) _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**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	IV.J.	Properties of Ordering: Children sort, classify, and organize objects
STANDARD / CONCEPTUAL UNDERSTANDING	IV.J.1.	Groups a few objects by color, shape, or size, with assistance _GOLD®_ Objectives for Development and Learning • Objective **13 Uses classification skills** **Objective 13.3 Emerging to 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.J.2.	Helps clean up environment by putting materials away (e.g., puts books in basket, blanket in cubby) _GOLD®_ Objectives for Development and Learning • Objective **13 Uses classification skills** **Objective 13.3 Emerging to 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	IV.K.	Scientific Thinking: Children collect information through observation and manipulation

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STANDARD / CONCEPTUAL UNDERSTANDING	IV.K.1.	**Turns head toward sounds or voices** _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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.K.2.	**Gathers information through the senses (e.g., mouthing, grasping, reaching)** _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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.K.3.	**Uses more than one sense at one time (e.g., uses sight, touch, taste, and hearing by examining and shaking a toy)** _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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.K.4.	**Observes objects in the environment for a brief period of time** _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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.K.5.	**Uses another object or person as a tool (e.g., expresses the desire to be picked up to reach something, uses block to push buttons 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**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	**Cognition and General Knowledge (Birth to 18 months)**
CATEGORY / CLUSTER / KEY IDEA	IV.L.	**Scientific thinking: Children engage in exploring the natural world by manipulating objects, asking questions, making predictions, and developing generalizations**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.L.1.	**Actively uses one or more sense to explore environment (e.g., touch, sight, taste, smell, hearing)** _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**

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STANDARD / CONCEPTUAL UNDERSTANDING	IV.L.2.	Expresses a sense of wonder about the natural world *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
STANDARD / CONCEPTUAL UNDERSTANDING	IV.L.3.	Investigates new phenomena (e.g., reaches out to touch rain) *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
STANDARD / CONCEPTUAL UNDERSTANDING	IV.L.4.	Tries new activities, motions, experiences *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STANDARD / CONCEPTUAL UNDERSTANDING	IV.L.5.	Progresses from trial and error to solving problems more systematically, with assistance *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.3 Emerging to 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	IV.M.	Scientific Knowledge: Children observe and describe characteristics of living things
STANDARD / CONCEPTUAL UNDERSTANDING	IV.M.1.	Notices plants, animals, and other people in the environment *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.M.2.	Explores characteristics of certain living things (e.g., picks up an earthworm, tries to catch ants) *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**

STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	IV.N.	Scientific Knowledge: Children observe and describe characteristics of the earth
STANDARD / CONCEPTUAL UNDERSTANDING	IV.N.1.	Observes sun and clouds _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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.N.2.	Enjoys playing with water, sand, and mud _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**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	IV.O.	History: Children demonstrate knowledge of past events and awareness of how they may influence the present and future
STANDARD / CONCEPTUAL UNDERSTANDING	IV.O.1.	Shows anticipation for regularly scheduled daily activities _GOLD® Objectives for Development and Learning_ • Objective **12 Remembers and connects experiences b. Makes connections** Objective **12b.3 Emerging to 12b.4 Remembers the sequence of personal routines and experiences with teacher support**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.O.2.	Recognizes the beginning and end of an event (e.g., claps at the end of a song) _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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.O.3.	Recalls information about the immediate past (e.g., after eating, says "All done!") _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**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (Birth to 18 months)

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CATEGORY / CLUSTER / KEY IDEA	IV.P.	Geography: Children demonstrate awareness of location and spatial relationships
STANDARD / CONCEPTUAL UNDERSTANDING	IV.P.1.	Explores environment in the presence of caregiver *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.P.2.	Explores spatial relationships (e.g., attempts to fit own body in boxes or tunnels) *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)**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.P.3.	Develops awareness of own body and how much space it takes up *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)**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	IV.Q.	Geography: Children demonstrate knowledge of the relationship between people, places, and regions
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Q.1.	Recognizes some familiar places (e.g., home, store, grandparent's house) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Q.2.	Knows where favorite toys or foods are stored in own home *GOLD*® Objectives for Development and Learning • Objective **12 Remembers and connects experiences a. Recognizes and recalls** Objective **12a.3 Emerging to 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	IV.R.	Economics: Children demonstrate knowledge of various occupations related to trade and currency

STANDARD / CONCEPTUAL UNDERSTANDING	IV.R.1.	Depends on others to provide for wants and needs *GOLD®* Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.2 Indicates needs and wants; participates as adult attends to needs**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	IV.S.	Ecology: Children demonstrate awareness of the relationship between humans and the environment
STANDARD / CONCEPTUAL UNDERSTANDING	IV.S.1.	Expresses interest in nature (e.g., flowers, a breeze, snow) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.S.2.	Recognizes trash as trash *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.S.3.	Knows where the trash receptacle and recycle bin, if available, are in own home or learning setting *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**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	IV.T.	Technology: Children demonstrate understanding and use of technology in their surroundings
STANDARD / CONCEPTUAL UNDERSTANDING	IV.T.1.	Enjoys listening to music from a CD player or radio *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**

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STANDARD / CONCEPTUAL UNDERSTANDING	IV.T.2.	Shows interest in technology (e.g., turns toward ringing telephone) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.T.3.	Enjoys using play technology objects (e.g., wind-up toy) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.T.4.	Turns a light switch on and off *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**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	IV.U.	Family: Children demonstration awareness and understanding of family
STANDARD / CONCEPTUAL UNDERSTANDING	IV.U.1.	Kicks legs and squeals when familiar adult appears *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.U.2.	Initiates contact with caregivers *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.U.3.	Shows affection (e.g., hugs and kisses) to 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**

STANDARD / CONCEPTUAL UNDERSTANDING	IV.U.4.	Develops and maintains trusting relationships with primary caregiver *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
STANDARD / CONCEPTUAL UNDERSTANDING	IV.U.5.	Addresses at least two family members by name *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
STANDARD / CONCEPTUAL UNDERSTANDING	IV.U.6.	Recognizes immediate family members in photographs *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
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	IV.V.	Community: Children demonstrate awareness of their community, human interdependence, and social roles
STANDARD / CONCEPTUAL UNDERSTANDING	IV.V.1.	Begins to watch other children *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
STANDARD / CONCEPTUAL UNDERSTANDING	IV.V.2.	Reaches out to touch other children or grabs their toys *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
STANDARD / CONCEPTUAL UNDERSTANDING	IV.V.3.	Recognizes the names of other children *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.1 Emerging to 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend

STANDARD / CONCEPTUAL UNDERSTANDING	IV.V.4.	Shows recognition of the family members of other children *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.V.5.	Begins to participates in simple parallel play with other children *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** Objective **2c.2 Plays near other children; uses similar materials or actions**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	IV.W.	Community: Children demonstrate civic responsibility
STANDARD / CONCEPTUAL UNDERSTANDING	IV.W.1.	Follows simple directions *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.W.2.	Tries out roles and relationships through imitation (e.g., smiles at self in mirror, plays peek-a-boo) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.W.3.	Requests assistance when needed *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.W.4.	Looks to caregivers for assistance and guidance *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**

STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	IV.X.	Culture: Children demonstrate awareness and appreciation of their own and others' culture
STANDARD / CONCEPTUAL UNDERSTANDING	IV.X.1.	Recognizes simple differences between people (e.g., shows curiosity about someone who wears glasses or has skin color other than own) No Correlations
STANDARD / CONCEPTUAL UNDERSTANDING	IV.X.2.	Interacts with other children who are of different ethnic and cultural backgrounds, of a different gender, who speak other languages, or have special needs *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
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	IV.Y.	Expression and Representation: Children use creative arts to express and represent what they know, think, believe, or feel
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Y.1.	Gazes at pictures, photographs, and mirror images *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present a. Thinks symbolically** Objective 14a.1 Emerging to 14a.2 Recognizes people, objects, and animals in pictures or photographs
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Y.2.	Enjoys repetition *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning b. Persists** Objective 11b.2 Repeats actions to obtain similar results
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Y.3.	Experiments with a variety of sound sources (e.g., rattles, bells) *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
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Y.4.	Exhibits an increased variety of movements to express self using different body parts No Correlations

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STANDARD / CONCEPTUAL UNDERSTANDING	IV.Y.5.	Imitates sounds, facial expressions, and gestures of another 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.2 Imitates actions of others during play; uses real objects as props**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Y.6.	Imitates sounds or actions of an animal or object *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Y.7.	Experiments with a variety of art materials (e.g., paint, markers, crayons, pencils) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Y.8.	Shows preferences for certain colors **No Correlations**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	**Cognition and General Knowledge (Birth to 18 months)**
CATEGORY / CLUSTER / KEY IDEA	IV.Z.	**Understanding and Appreciation: Children demonstrate understanding and appreciation of the creative arts**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Z.1.	Shows interest in sounds, tones, voices, music, colors, and shapes *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Z.2.	Enjoys rhythms and songs *GOLD*® Objectives for Development and Learning • Objective **23 Demonstrates knowledge of patterns** Objective **23.2 Shows interest in simple patterns in everyday life**

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STANDARD / CONCEPTUAL UNDERSTANDING	IV.Z.3.	Prefers repetition of familiar songs and rhythmic patterns *GOLD*® Objectives for Development and Learning • Objective **23 Demonstrates knowledge of patterns** Objective **23.2 Shows interest in simple patterns in everyday life**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Z.4.	Interacts with others through touch and motion **No Correlations**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Z.5.	Enjoys looking at children's books of dance, music, theater, and visual arts *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**
STRAND / DOMAIN / UNIFYING THEME	NY.V.	**Language, Communication, and Literacy (Birth to 18 months)**
CATEGORY / CLUSTER / KEY IDEA	V.A.	**Dual Language Acquisition**
STANDARD / CONCEPTUAL UNDERSTANDING	V.A.1.	Responds to familiar words in home language (e.g., "clap" – the child claps) and attends to sounds in English (e.g., "clap" – looks towards speaker) *GOLD*® Objectives for Development and Learning • Objective **37 Demonstrates progress in listening to and understanding English** Objective **37.4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids**
STANDARD / CONCEPTUAL UNDERSTANDING	V.A.2.	Uses eight to 10 understandable words in home language and may not possess any words in the English vocabulary *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.A.3.	Communicates needs through single-word speech in home language and through facial expression or actions (e.g., points to object desired) if attempting to communicate in English *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**

STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	V.B.	Receptive Vocabulary
STANDARD / CONCEPTUAL UNDERSTANDING	V.B.1.	Responds to sounds in the environment (e.g., startles or cries if there is an unexpected sound) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.B.2.	Recognizes familiar voice by turning towards speaker *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.B.3.	Responds to own name *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.B.4.	Calms to familiar voices *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.B.5.	Responds to "no" *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.B.6.	Responds appropriately to simple requests such as "wave bye-bye" *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**

STANDARD / CONCEPTUAL UNDERSTANDING	V.B.7.	Points to familiar person/s when requested (e.g., "Where is mommy?") *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.B.8.	Points to objects when named (e.g., "Where is your blanket?") *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.B.9.	Has a receptive vocabulary of over 50 words in home language *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
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	V.C.	Expressive Vocabulary
STANDARD / CONCEPTUAL UNDERSTANDING	V.C.1.	Makes sounds or gestures that let others know that he/she is experiencing pain, pleasure, or discomfort or to express needs (e.g., cries when upset, coos and squeals when content) *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.C.2.	Imitates non-speech sounds (e.g., cough, click of tongue) *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.C.3.	Babbles using many sounds (e.g., two-lip sounds: "p," "b," and, "m") *GOLD®* Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.2 Babbles strings of single consonant sounds and combines sounds

STANDARD / CONCEPTUAL UNDERSTANDING	V.C.4.	Babbles in sentence-like sequences; puts words and sounds together in speech-like patterns *GOLD®* Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.1 Emerging to 9c.2 Uses one- or two-word sentences or phrases**
STANDARD / CONCEPTUAL UNDERSTANDING	V.C.5.	Uses consistent sound combinations to indicate specific object or person (e.g., "da-da" for daddy) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.C.6.	Combines words and gestures (e.g., waves when saying goodbye) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.C.7.	Uses eight to 10 understandable words (e.g., "daddy," "bottle," "up") *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**
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	V.D.	Grammar and Syntax
STANDARD / CONCEPTUAL UNDERSTANDING	V.D.1.	Uses single word speech (e.g., one word to communicate message; child says "up" when wanting to be carried by adult) *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**

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STANDARD / CONCEPTUAL UNDERSTANDING	V.D.2.	Uses some pronouns (e.g., mine) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.D.3.	Uses short telegraphic sentences (e.g., "Me go." or "There mama.") *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**
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	V.E.	Comprehension
STANDARD / CONCEPTUAL UNDERSTANDING	V.E.1.	Turns to look at familiar object when it is named *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.E.2.	Imitates adult actions that go along with simple songs and rhymes (e.g., "Row, row, row your boat," "Pinpon," "La Bo") *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.E.3.	Follows single-step directions (e.g., "Please bring me the ball.") *GOLD*® Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language b. Follows directions** **Objective 8b.4 Follows simple requests not accompanied by gestures**
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	V.F.	Expressive/Oral Language

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STANDARD / CONCEPTUAL UNDERSTANDING	V.F.1.	**Vocalizes to get attention** *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.F.2.	**Uses a variety of inflections and sounds to express intent (e.g., coos to express happiness)** *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.F.3.	**Enjoys listening to oral stories** *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.F.4.	**Attempts to repeat animal sounds (e.g., "moo" and "woof, woof")** *GOLD*® Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.3 Emerging to 8a.4 Identifies familiar people, animals, and objects when prompted**
STANDARD / CONCEPTUAL UNDERSTANDING	V.F.5.	**Uses single words to express thoughts and ideas (e.g., when child sees the sun, he/she says "sun")** *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**
STRAND / DOMAIN / UNIFYING THEME	NY.V.	**Language, Communication, and Literacy (Birth to 18 months)**
CATEGORY / CLUSTER / KEY IDEA	V.G.	**Listening Skills**

STANDARD / CONCEPTUAL UNDERSTANDING	V.G.1.	Turns to locate source of a sound *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.G.2.	Shows preference for human voices to other sounds (e.g., animal sounds) and for familiar adult voices over unfamiliar ones *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.G.3.	Orients to speaker in response to speaker's words *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.G.4.	Pays attention to what the speaker is looking at or pointing to *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.G.5.	Vocalizes or gestures in response to another person's voice or gesture *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.G.6.	Enjoys finger plays *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**
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	V.H.	Oral and Written Communication

STANDARD / CONCEPTUAL UNDERSTANDING	V.H.1.	Cries and later vocalizes/uses words and gestures to solicit attention *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.H.2.	Communicates needs through facial expression, words, or actions (e.g., points to desired object) *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.H.3.	Changes volume and pitch to convey meaning *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.H.4.	Imitates words (e.g., simple greetings) *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.H.5.	Makes and imitates sounds in a back and forth turn-taking "conversation" *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**
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	V.I.	Conventions of Social Communication
STANDARD / CONCEPTUAL UNDERSTANDING	V.I.1.	Responds to speaker when name is called, sometimes *GOLD*® Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** Objective **8a.1 Emerging to 8a.2 Shows an interest in the speech of others**

STANDARD / CONCEPTUAL UNDERSTANDING	V.I.2.	Uses nonverbal gestures for social conventions of greeting (e.g., waves "bye") *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.I.3.	Participates in a one-on-one conversation by making sounds or using words, sometimes *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.I.4.	Makes eye contact when vocalizing/is spoken to, as appropriate to cultural context *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
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	V.J.	Reading: Phonological Awareness
STANDARD / CONCEPTUAL UNDERSTANDING	V.J.1.	Shows beginning sound awareness by reacting differentially to different sounds No Correlations
STANDARD / CONCEPTUAL UNDERSTANDING	V.J.2.	Imitates vocalizations and sounds *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.J.3.	Vocalizes familiar words when read to *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

STANDARD / CONCEPTUAL UNDERSTANDING	V.J.4.	Recites last word of familiar rhymes, with assistance *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.1 Emerging to 15a.2 Joins in rhyming songs and games
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	V.K.	Reading: Alphabetic Principle
STANDARD / CONCEPTUAL UNDERSTANDING	V.K.1.	Shows increasing awareness of sounds of spoken words by focusing on the speaker *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.K.2.	Imitates sounds when looking at words in a book *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.K.3.	Points to words in a book *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
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	V.L.	Reading: Print Concepts
STANDARD / CONCEPTUAL UNDERSTANDING	V.L.1.	Pays attention to pictures in 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

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STANDARD / CONCEPTUAL UNDERSTANDING	V.L.2.	Shows increasing ability to handle books, without assistance *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.L.3.	Knows how to turn 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.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
STANDARD / CONCEPTUAL UNDERSTANDING	V.L.4.	Uses interactive books, with assistance *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.L.5.	Attempts to position pictures in book right side up *GOLD*® Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.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
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	V.M.	Reading: Comprehension of Printed Materials
STANDARD / CONCEPTUAL UNDERSTANDING	V.M.1.	Points or makes sounds when looking at 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

STANDARD / CONCEPTUAL UNDERSTANDING	V.M.2.	Points to familiar pictures, characters, and objects in 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
STANDARD / CONCEPTUAL UNDERSTANDING	V.M.3.	Identifies familiar people and objects in photographs *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.M.4.	Focuses attention on simple 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
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	V.N.	Reading: Awareness that Written Materials Can Be Used for a Variety of Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	V.N.1.	Enjoys books about daily routines (e.g., eating, toileting) *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.N.2.	Purposefully uses pop-up and interactive books *GOLD®* Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** Objective 17a.3 Emerging to 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	V.O.	Reading: Appreciation and Enjoyment

STANDARD / CONCEPTUAL UNDERSTANDING	V.O.1.	Explores books (e.g., turns pages several at a 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.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
STANDARD / CONCEPTUAL UNDERSTANDING	V.O.2.	Enjoys touching and carrying 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
STANDARD / CONCEPTUAL UNDERSTANDING	V.O.3.	Brings book to adult to read *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.O.4.	Shows preference for certain 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
STANDARD / CONCEPTUAL UNDERSTANDING	V.O.5.	Focuses attention for short periods of time when looking at 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
STANDARD / CONCEPTUAL UNDERSTANDING	V.O.6.	Shows pleasure when read to (e.g., smiles, vocalizes) *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
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	V.P.	Writing: Alphabet Knowledge

STANDARD / CONCEPTUAL UNDERSTANDING	V.P.1.	Focuses on marks on paper *GOLD®* Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.1 Emerging to 17b.2 Shows understanding that text is meaningful and can be read
STANDARD / CONCEPTUAL UNDERSTANDING	V.P.2.	Makes marks on paper *GOLD®* Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.1 Emerging to 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message
STANDARD / CONCEPTUAL UNDERSTANDING	V.P.3.	Points to words in a book *GOLD®* Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
STANDARD / CONCEPTUAL UNDERSTANDING	V.P.4.	Imitates other person's words, drawings, or scribbles by making own marks or scribbles *GOLD®* Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.1 Emerging to 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	V.Q.	Writing Conventions
STANDARD / CONCEPTUAL UNDERSTANDING	V.Q.1.	Makes imprints on paper using art materials presented (finger paint, tempera) *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.Q.2.	Experiments with grasp when using a variety of writing tools (e.g., crayon, paint brush) *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

STANDARD / CONCEPTUAL UNDERSTANDING	V.Q.3.	Grasps marker or crayon with his/her fist and makes marks on paper without regard to location *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.Q.4.	Scribbles on a page spontaneously *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.Q.5.	Makes strokes on paper with paint brush *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.Q.6.	Picks up small writing tools (e.g., thin crayons) using finger and thumb (pincer) grasp but possibly without control or pressure on paper *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
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (Birth to 18 months)
CATEGORY / CLUSTER / KEY IDEA	V.R.	Writing: Use Writing for a Variety of Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	V.R.1.	Makes marks on paper and shows to others *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.1 Emerging to 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message

STANDARD / CONCEPTUAL UNDERSTANDING	V.R.2.	Makes marks with fingers (e.g., in finger paint, mud, sand) _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

New York State Early Learning Guidelines

Ages 18 to 36 months; adopted 2012

STRAND / DOMAIN / UNIFYING THEME	NY.I.	Physical Well-Being, Health, and Motor Development (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	I.A.	Gross Motor Skills
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.1.	Carries toys or objects while walking _GOLD_® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.2.	Walks and runs with skill, changing both speed and direction _GOLD_® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.3.	Walks backwards _GOLD_® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.4.	Climbs both in and out of bed or onto a steady adult chair _GOLD_® Objectives for Development and Learning • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing

STANDARD / CONCEPTUAL UNDERSTANDING	I.A.5.	**Pounds object with intent and precision (e.g., hammers peg with accuracy)** ***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**
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.6.	**Jumps in place** ***GOLD*® Objectives for Development and Learning** **• Objective 5 Demonstrates balancing skills** **Objective 5.4 Experiments with different ways of balancing**
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.7.	**Has a basic ability to kick and throw 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**
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.8.	**Balances on one foot briefly** ***GOLD*® Objectives for Development and Learning** **• Objective 5 Demonstrates balancing skills** **Objective 5.5 Emerging to 5.6 Sustains balance during simple movement experiences**
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.9.	**Bends over easily without falling** ***GOLD*® Objectives for Development and Learning** **• Objective 5 Demonstrates balancing skills** **Objective 5.4 Experiments with different ways of balancing**
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.10.	**Walks in a straight line** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.4 Experiments with different ways of moving**
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.11.	**Walks downstairs placing both feet on each step; walks upstairs alternating feet with support/holding handrail** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.4 Experiments with different ways of moving**

STANDARD / CONCEPTUAL UNDERSTANDING	I.A.12.	Uses feet to push forward and backwards while riding a toy *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.13.	Runs fairly well and negotiate stairs with alternating feet *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.14.	Pedals appropriate sized tricycle *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
STRAND / DOMAIN / UNIFYING THEME	NY.I.	Physical Well-Being, Health, and Motor Development (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	I.B.	Fine Motor Skills
STANDARD / CONCEPTUAL UNDERSTANDING	I.B.1.	Turns book pages one page at a time, most of the time *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
STANDARD / CONCEPTUAL UNDERSTANDING	I.B.2.	Scribbles with crayons and begins to imitate marks (e.g., a circle) *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
STANDARD / CONCEPTUAL UNDERSTANDING	I.B.3.	Folds blanket, cloth diaper, or paper, with assistance *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.5 Emerging to 7a.6 Uses refined wrist and finger movements

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STANDARD / CONCEPTUAL UNDERSTANDING	I.B.4.	Pours contents of one container into another container *GOLD®* Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
STANDARD / CONCEPTUAL UNDERSTANDING	I.B.5.	Opens doors, with assistance, by turning and pulling doorknobs *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
STANDARD / CONCEPTUAL UNDERSTANDING	I.B.6.	Uses some eating utensils if culturally appropriate *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
STANDARD / CONCEPTUAL UNDERSTANDING	I.B.7.	Works simple "insert" puzzles (e.g., completes simple puzzle, uses shape sorter box) *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
STANDARD / CONCEPTUAL UNDERSTANDING	I.B.8.	Unscrews small lids *GOLD®* Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
STANDARD / CONCEPTUAL UNDERSTANDING	I.B.9.	Begins to dress and undress oneself *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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STANDARD / CONCEPTUAL UNDERSTANDING	I.B.10.	Stacks, sorts, and strings items *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
STRAND / DOMAIN / UNIFYING THEME	NY.I.	Physical Well-Being, Health, and Motor Development (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	I.C.	Sensorimotor Skills
STANDARD / CONCEPTUAL UNDERSTANDING	I.C.1.	Performs basic creative movements, with adult guidance or alone (e.g., dances to music or rhythm) *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.4** Experiments with different ways of moving
STANDARD / CONCEPTUAL UNDERSTANDING	I.C.2.	Eats foods that require more chewing No Correlations
STANDARD / CONCEPTUAL UNDERSTANDING	I.C.3.	Demonstrates awareness of own body in space (e.g., walks around table without bumping into it) *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.4** Experiments with different ways of moving
STANDARD / CONCEPTUAL UNDERSTANDING	I.C.4.	Exhibits eye-hand coordination (e.g., builds with blocks, completes simple puzzles, or strings large beads) *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
STANDARD / CONCEPTUAL UNDERSTANDING	I.C.5.	Enjoys climbing, walking up inclines, sliding, and swinging *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective **4.5** Emerging to **4.6** Moves purposefully from place to place with control

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STANDARD / CONCEPTUAL UNDERSTANDING	I.C.6.	Plays with materials of different textures (e.g., sand, water, leaves) *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
STRAND / DOMAIN / UNIFYING THEME	NY.I.	Physical Well-Being, Health, and Motor Development (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	I.D.	Physical Fitness: Daily Activities
STANDARD / CONCEPTUAL UNDERSTANDING	I.D.1.	Participates actively in games, outdoor play, and other forms of exercise *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STANDARD / CONCEPTUAL UNDERSTANDING	I.D.2.	Runs spontaneously across the room or yard *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
STANDARD / CONCEPTUAL UNDERSTANDING	I.D.3.	Engages in unstructured physical activities for at least 60 minutes (cumulatively), and up to several hours each day *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STANDARD / CONCEPTUAL UNDERSTANDING	I.D.4.	Sustains moderate to vigorous physical activity for at least 10 minutes at a time, for at least 30 minutes each day *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STANDARD / CONCEPTUAL UNDERSTANDING	I.D.5.	Sleeps well, awaking rested and ready for daily activities No Correlations
STRAND / DOMAIN / UNIFYING THEME	NY.I.	Physical Well-Being, Health, and Motor Development (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	I.E.	Physical Fitness: Variety and Well-Being

STANDARD / CONCEPTUAL UNDERSTANDING	I.E.1.	Attempts new activities that require physical movement, without adult assistance *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STANDARD / CONCEPTUAL UNDERSTANDING	I.E.2.	Participates actively in games, dance, outdoor play, and other forms of exercise *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STANDARD / CONCEPTUAL UNDERSTANDING	I.E.3.	Takes appropriate risk with body in space *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STANDARD / CONCEPTUAL UNDERSTANDING	I.E.4.	Selects active activity over passive activity a portion of the time *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STANDARD / CONCEPTUAL UNDERSTANDING	I.E.5.	Helps with appropriate physical chores (e.g., clearing own space at meals, cleaning up toys, washing dramatic play dishes periodically) *GOLD*® Objectives for Development and Learning • Objective **4** Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving
STRAND / DOMAIN / UNIFYING THEME	NY.I.	Physical Well-Being, Health, and Motor Development (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	I.F.	Daily Living Skills
STANDARD / CONCEPTUAL UNDERSTANDING	I.F.1.	Feeds self with appropriate utensil (e.g., spoon, chopsticks), without assistance *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

STANDARD / CONCEPTUAL UNDERSTANDING	I.F.2.	Participates in putting on shoes and socks *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**
STANDARD / CONCEPTUAL UNDERSTANDING	I.F.3.	Dresses and undresses completely, with 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**
STANDARD / CONCEPTUAL UNDERSTANDING	I.F.4.	Uses personal care objects correctly and regularly, sometimes with assistance (e.g., drinks from open cup, brushes hair, brushes teeth) *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately **Objective 1c.6 Demonstrates confidence in meeting own needs**
STANDARD / CONCEPTUAL UNDERSTANDING	I.F.5.	Participates in sleeping routines such as getting and arranging his/her naptime comfort items *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**
STRAND / DOMAIN / UNIFYING THEME	NY.I.	Physical Well-Being, Health, and Motor Development (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	I.G.	Daily Living Skills: Hygiene
STANDARD / CONCEPTUAL UNDERSTANDING	I.G.1.	Uses tissue to wipe nose, with assistance *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.4 Seeks to do things for self**

STANDARD / CONCEPTUAL UNDERSTANDING	I.G.2.	Indicates wet or soiled diaper by pointing, vocalizing, or pulling at diaper when prompted *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**
STANDARD / CONCEPTUAL UNDERSTANDING	I.G.3.	Shows interest in toilet training and may use toilet regularly with assistance *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.4 Seeks to do things for self**
STANDARD / CONCEPTUAL UNDERSTANDING	I.G.4.	Washes and dries hands at appropriate times, with minimal assistance (e.g., after diapering/toileting, before meals, after blowing nose) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	I.G.5.	Communicates with caregiver when not feeling well *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**
STANDARD / CONCEPTUAL UNDERSTANDING	I.G.6.	Cooperates and assists caregiver with tooth brushing *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**
STRAND / DOMAIN / UNIFYING THEME	**NY.I.**	**Physical Well-Being, Health, and Motor Development (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	**I.H.**	**Nutrition**
STANDARD / CONCEPTUAL UNDERSTANDING	I.H.1.	Begins to recognize and eat a variety of nutritious 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**

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STANDARD / CONCEPTUAL UNDERSTANDING	I.H.2.	Distinguishes between food and non-food items *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
STANDARD / CONCEPTUAL UNDERSTANDING	I.H.3.	Participates in preparing nutritious snacks *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**
STRAND / DOMAIN / UNIFYING THEME	NY.I.	Physical Well-Being, Health, and Motor Development (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	I.I.	Safe Practices
STANDARD / CONCEPTUAL UNDERSTANDING	I.I.1.	Begins to avoid dangers (e.g., hot stoves, sharp knives) but cannot be relied upon to keep self safe *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
STANDARD / CONCEPTUAL UNDERSTANDING	I.I.2.	Knows to hold caregiver's hand when walking in public places but may resist doing so *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
STANDARD / CONCEPTUAL UNDERSTANDING	I.I.3.	Tells adult when someone hurts him/her or makes him/her feel bad *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**
STRAND / DOMAIN / UNIFYING THEME	NY.I.	Physical Well-Being, Health, and Motor Development (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	I.J.	Rules and Self-Regulation

STANDARD / CONCEPTUAL UNDERSTANDING	I.J.1.	Displays recognition of the rules, though may not always follow them *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**
STANDARD / CONCEPTUAL UNDERSTANDING	I.J.2.	May pay attention to safety instructions, with assistance, but may choose not to cooperate *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**
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	II.A.	Interactions with Adults
STANDARD / CONCEPTUAL UNDERSTANDING	II.A.1.	Establishes an attachment or bond with a consistent adult other than the primary caregiver *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.A.2.	Demonstrates feeling safe with significant adults by seeking them when uncomfortable or when sick, tired, or in a dangerous situation *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.A.3.	Imitates adult activities (e.g., pretends to cook, "reads" next to adult who is reading) *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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STANDARD / CONCEPTUAL UNDERSTANDING	II.A.4.	Initiates interactions and play with 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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.A.5.	Responds to adults' verbal greetings *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.A.6.	Communicates with adults about recent activities *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.A.7.	Labels feelings *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately**
STANDARD / CONCEPTUAL UNDERSTANDING	II.A.8.	Shows awareness of others' feelings *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.A.9.	May show extreme discomfort with separation or new situations when familiar caregiver is not present – by protesting loudly (crying) or by withdrawing completely (refusing to participate) *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**

STANDARD / CONCEPTUAL UNDERSTANDING	II.A.10.	May need to have a special blanket, stuffed animal or toy for comfort *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**
STRAND / DOMAIN / UNIFYING THEME	**NY.II.**	**Social and Emotional Development (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	**II.B.**	**Interactions with Adults: Children Seek Assistance from Adults**
STANDARD / CONCEPTUAL UNDERSTANDING	II.B.1.	Seeks adult assistance with challenges but may become angry when the help is given *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.B.2.	Begins to make sense of their ability and understanding of their environment by experimenting *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.4 Explores and investigates ways to make something happen**
STANDARD / CONCEPTUAL UNDERSTANDING	II.B.3.	Periodically checks with caregiver for help or reassurance when playing by self or with peers *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.B.4.	Responds to guidance most of the time *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors b. Follows limits and expectations** Objective **1b.3 Emerging to 1b.4 Accepts redirection from adults**
STANDARD / CONCEPTUAL UNDERSTANDING	II.B.5.	Starts activity after a caregiver makes suggestions, sometimes (e.g., uses adult's suggestions to find missing pieces to a toy or items needed for an art activity) *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**

STANDARD / CONCEPTUAL UNDERSTANDING	II.B.6.	May begin to follow basic safety guidelines and requirements but may not consistently do so (e.g., "Hot – don't touch.") *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
STRAND / DOMAIN / UNIFYING THEME	**NY.II.**	**Social and Emotional Development (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	**II.C.**	**Interaction with Peers**
STANDARD / CONCEPTUAL UNDERSTANDING	II.C.1.	Plays side-by-side with another child, at times *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.C.2.	Observes and imitates another child's behavior or activity *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.C.3.	Initiates social interaction with peers *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.3 Emerging to 2c.4 Uses successful strategies for entering groups
STANDARD / CONCEPTUAL UNDERSTANDING	II.C.4.	Shows enthusiasm about the company of other children *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.3 Emerging to 2c.4 Uses successful strategies for entering groups
STANDARD / CONCEPTUAL UNDERSTANDING	II.C.5.	Spontaneously shows preference for 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
STRAND / DOMAIN / UNIFYING THEME	**NY.II.**	**Social and Emotional Development (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	**II.D.**	**Interaction with Peers: Cooperation**

STANDARD / CONCEPTUAL UNDERSTANDING	II.D.1.	Takes turns during play with peers, with considerable assistance *GOLD®* Objectives for Development and Learning • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.3 Emerging to 3a.4 Take turns
STANDARD / CONCEPTUAL UNDERSTANDING	II.D.2.	Recognizes there is a conflict and requests adult assistance *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
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	II.E.	Interaction with Peers: Negotiation
STANDARD / CONCEPTUAL UNDERSTANDING	II.E.1.	Uses adult help to take turns, including giving up and keeping toys and other objects *GOLD®* Objectives for Development and Learning • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.3 Emerging to 3a.4 Take turns
STANDARD / CONCEPTUAL UNDERSTANDING	II.E.2.	Asserts ownership by saying "mine" *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.E.3.	Communicates with other children to settle arguments, with assistance *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.E.4.	Indicates preferences and intentions by answering yes/no questions (e.g., "Are you done with that? Are you still using it? Can Javier use it now?") *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

STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	II.F.	**Adaptive Social Behavior**
STANDARD / CONCEPTUAL UNDERSTANDING	II.F.1.	**Experiments with effects of own actions on objects and people** *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.F.2.	**Learns consequences of a specific behavior, begins to demonstrate appropriate responses to situations and behavior** *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.F.3.	**Recognizes that inappropriate behavior will elicit negative reaction from adults** *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.F.4.	**Begins to show empathy when someone is hurt or upset** *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**
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	II.G.	**Adaptive Social Behavior: Group Activities**
STANDARD / CONCEPTUAL UNDERSTANDING	II.G.1.	**Shows increasing enthusiasm about the company of others** *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.3 Emerging to 2c.4 Uses successful strategies for entering groups**

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STANDARD / CONCEPTUAL UNDERSTANDING	II.G.2.	Begins to share and take turns, with assistance *GOLD*® Objectives for Development and Learning • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.3 Emerging to 3a.4 Take turns
STANDARD / CONCEPTUAL UNDERSTANDING	II.G.3.	Participates in loosely structured group games (e.g., chase, dramatic 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.3 Emerging to 3a.4 Take turns
STANDARD / CONCEPTUAL UNDERSTANDING	II.G.4.	Follows familiar routines (e.g., meal time behavior) *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
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	II.H.	Adaptive Social Behavior: Diverse Settings
STANDARD / CONCEPTUAL UNDERSTANDING	II.H.1.	Separates from primary caregiver in familiar settings outside the home environment *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.H.2.	Explores and plays in a range of familiar settings *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.H.3.	Asks questions or acts in other uncertain ways in unfamiliar settings and environments *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

STANDARD / CONCEPTUAL UNDERSTANDING	II.H.4.	Displays ease and comfort in a variety of places with familiar adults (e.g., home, store, car, playground) *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**
STRAND / DOMAIN / UNIFYING THEME	**NY.II.**	**Social and Emotional Development (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	**II.I.**	**Adaptive Social Behavior: Empathy**
STANDARD / CONCEPTUAL UNDERSTANDING	II.I.1.	Notices and may show concern for other children who are happy or sad or upset *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.4 Demonstrates concern about the feelings of others**
STANDARD / CONCEPTUAL UNDERSTANDING	II.I.2.	Demonstrates awareness of feelings during pretend play (e.g., soothes a crying doll) *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.4 Demonstrates concern about the feelings of others**
STANDARD / CONCEPTUAL UNDERSTANDING	II.I.3.	Names emotions of self and others (e.g., happy, sad) *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately**
STANDARD / CONCEPTUAL UNDERSTANDING	II.I.4.	Expresses interest and excitement about animals and other living things *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.3 Emerging to 11d.4 Explores and investigates ways to make something happen**
STRAND / DOMAIN / UNIFYING THEME	**NY.II.**	**Social and Emotional Development (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	**II.J.**	**Appreciating Diversity**

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STANDARD / CONCEPTUAL UNDERSTANDING	II.J.1.	Plays in the presence of 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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.J.2.	Asks simple questions about other children (e.g., "Where's Tommy?") _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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.J.3.	Notices differences, may ask why (e.g., in wheelchair, has glasses) _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**
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	II.K.	Self-Concept
STANDARD / CONCEPTUAL UNDERSTANDING	II.K.1.	Tests limits and strives for independence _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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.K.2.	Recognizes and calls attention to self when looking in the mirror or at photographs _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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.K.3.	Identifies self and uses own name when asked (e.g., "I am a boy" "My name is Christina") _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**

STANDARD / CONCEPTUAL UNDERSTANDING	II.K.4.	Shows awareness of being seen by others (e.g., exaggerates or repeats behavior when notices someone is watching) *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.K.5.	Engages in individual activities/play for brief periods of time (e.g., 10 to 15 minutes) *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.K.6.	Identifies objects as belonging to him or her *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.K.7.	Shows pride in achievements/accomplishments *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
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	II.L.	Self-Concept: Abilities and Preferences
STANDARD / CONCEPTUAL UNDERSTANDING	II.L.1.	Points to and names some of own body parts *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.L.2.	Makes choices (e.g., what clothes to wear) *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

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STANDARD / CONCEPTUAL UNDERSTANDING	II.L.3.	Shows preference for favorite books, toys, and activities *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.4 Seeks to do things for self**
STANDARD / CONCEPTUAL UNDERSTANDING	II.L.4.	Indicates preferences and intentions by answering yes/no questions (e.g., "Are you done with that?" "Are you still using it?" "Can Joe use it now?") *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**
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	II.M.	Self-Efficacy
STANDARD / CONCEPTUAL UNDERSTANDING	II.M.1.	Wants to do things by him/her self *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.M.2.	Recognizes own accomplishments *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.M.3.	Shows completed projects (e.g., drawing, pile of blocks) to caregiver *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**

STANDARD / CONCEPTUAL UNDERSTANDING	II.M.4.	Acts as though is capable of doing new tasks and activities (e.g., copies use of adult tools, tries to sweep the floor with an adult-sized broom) *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.M.5.	Seeks help after trying something new or challenging *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
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	II.N.	Self-Control
STANDARD / CONCEPTUAL UNDERSTANDING	II.N.1.	Challenges limits and strives for independence *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.N.2.	Anticipates and follows simple routines, with reminders and assistance (e.g., washes hands and helps set table at snack time, helps to pick up and put away blocks at clean-up time) *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.N.3.	Anticipates and follows simple rules, with reminders (e.g., expects to be buckled up when getting into car seat) *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

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STANDARD / CONCEPTUAL UNDERSTANDING	II.N.4.	Anticipates consequences for not following rules; but may not be able to overcome the impulse to exert own desire to not follow them *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**
STRAND / DOMAIN / UNIFYING THEME	**NY.II.**	**Social and Emotional Development (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	**II.O.**	**Self-Control: Feelings and Impulses**
STANDARD / CONCEPTUAL UNDERSTANDING	II.O.1.	Names some emotions (e.g., happy, excited, sad, mad, tired, scared) *GOLD®* Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately**
STANDARD / CONCEPTUAL UNDERSTANDING	II.O.2.	Increasingly seeks caregiver support and attention when feeling strong emotions *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.O.3.	Begins to control impulses at times (e.g., says "No" when reaching for forbidden object; restrains self from stepping on a book on the floor) *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**
STRAND / DOMAIN / UNIFYING THEME	**NY.II.**	**Social and Emotional Development (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	**II.P.**	**Emotional Expression**
STANDARD / CONCEPTUAL UNDERSTANDING	II.P.1.	Recognizes and expresses emotions towards familiar persons, pets, or possessions with appropriate facial expressions, words, gestures, signs, or other means *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**

STANDARD / CONCEPTUAL UNDERSTANDING	II.P.2.	Names some emotions (e.g., happy, excited, sad, mad, tired, scared) *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** Objective **2b.4 Demonstrates concern about the feelings of others**
STANDARD / CONCEPTUAL UNDERSTANDING	II.P.3.	Begins to use play to express/act out 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**
STRAND / DOMAIN / UNIFYING THEME	NY.III.	Approaches to Learning (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	III.A.	Curiosity and Interest
STANDARD / CONCEPTUAL UNDERSTANDING	III.A.1.	Explores the immediate environment to find out what is there (e.g., asks about a new object he/she finds, actively searches through collection of toys) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	III.A.2.	Shows interest in new and others' activities *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**
STANDARD / CONCEPTUAL UNDERSTANDING	III.A.3.	Asks simple "wh" questions (e.g., why, what, where) *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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STANDARD / CONCEPTUAL UNDERSTANDING	III.A.4.	Asks about people in own environment *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**
STRAND / DOMAIN / UNIFYING THEME	NY.III.	Approaches to Learning (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	III.B.	Initiative
STANDARD / CONCEPTUAL UNDERSTANDING	III.B.1.	Tries new ways of doing things and begins to take some 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**
STANDARD / CONCEPTUAL UNDERSTANDING	III.B.2.	Initiates play with others *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** Objective **2c.4 Uses successful strategies for entering groups**
STANDARD / CONCEPTUAL UNDERSTANDING	III.B.3.	Chooses one activity over another and pursues it for a brief period of time *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**
STANDARD / CONCEPTUAL UNDERSTANDING	III.B.4.	Proposes an idea for how to spend time *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**
STANDARD / CONCEPTUAL UNDERSTANDING	III.B.5.	Shows interest in wanting to take care of self (e.g., dressing) *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**

STANDARD / CONCEPTUAL UNDERSTANDING	III.B.6.	Initiates activities at caregivers' suggestions _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
STANDARD / CONCEPTUAL UNDERSTANDING	III.B.7.	Seeks and takes pleasure in new skills and experiences _GOLD® Objectives for Development and Learning_ • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STRAND / DOMAIN / UNIFYING THEME	NY.III.	Approaches to Learning (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	III.C.	Persistence and Attentiveness
STANDARD / CONCEPTUAL UNDERSTANDING	III.C.1.	Wants to do favorite activities over and over again _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
STANDARD / CONCEPTUAL UNDERSTANDING	III.C.2.	Completes simple projects (e.g., 3- to 5-piece puzzle) _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
STANDARD / CONCEPTUAL UNDERSTANDING	III.C.3.	Continues to try a difficult task of interest for a brief period of time (e.g., builds a block structure for 3 to 5 minutes) _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
STANDARD / CONCEPTUAL UNDERSTANDING	III.C.4.	Insists on some choices (e.g., what to wear, completing a project) _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

STANDARD / CONCEPTUAL UNDERSTANDING	III.C.5.	Seeks assistance when encountering 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**
STANDARD / CONCEPTUAL UNDERSTANDING	III.C.6.	Listens and participates in story time (e.g., turning pages of book) *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**
STRAND / DOMAIN / UNIFYING THEME	NY.III.	**Approaches to Learning (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	III.D.	**Creativity and Inventiveness**
STANDARD / CONCEPTUAL UNDERSTANDING	III.D.1.	Invents new uses for everyday materials (e.g., bangs on pots and pans) *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** Objective **11e.4 Uses creativity and imagination during play and routine tasks**
STANDARD / CONCEPTUAL UNDERSTANDING	III.D.2.	Approaches tasks experimentally, adapting as the activity evolves (e.g., uses trial and error) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	III.D.3.	Displays understanding of how objects work together (e.g., gets the dustpan when adult is sweeping the floor) *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.4 Explores and investigates ways to make something happen**
STANDARD / CONCEPTUAL UNDERSTANDING	III.D.4.	Enjoys opportunities for pretend play and creating things *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**

STANDARD / CONCEPTUAL UNDERSTANDING	III.D.5.	Pretends and uses imagination during 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.2 Imitates actions of others during play; uses real objects as props**
STRAND / DOMAIN / UNIFYING THEME	**NY.III.**	**Approaches to Learning (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	**III.E.**	**Reflection and Interpretation**
STANDARD / CONCEPTUAL UNDERSTANDING	III.E.1.	Substitutes similar objects (e.g., stacks boxes like blocks) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	III.E.2.	Realizes that behaviors can precede events (e.g., "If mom puts the pot on the stove, she is going to cook something to eat.") *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**
STANDARD / CONCEPTUAL UNDERSTANDING	III.E.3.	Alters behavior based on a past event and builds on it (e.g., "I did this and it didn't work, so I will do this instead.") *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**
STANDARD / CONCEPTUAL UNDERSTANDING	III.E.4.	Relates an experience today to one that happened in the past (e.g., washing hands before meal time) *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**
STRAND / DOMAIN / UNIFYING THEME	**NY.IV.**	**Cognition and General Knowledge (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	**IV.A.**	**Causation: Children demonstrate awareness of cause and effect**

STANDARD / CONCEPTUAL UNDERSTANDING	IV.A.1.	Experiments with effect of own actions on objects and people (e.g., building a tower and knocking it down) *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.4 Explores and investigates ways to make something happen**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.A.2.	Observes others' actions to see the effect they will have on objects and people *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.A.3.	Knows playing with certain desirable or forbidden objects will get adults' attention *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.A.4.	Expresses beginning understanding of cause and effect (e.g., "It's quiet because you turned off the radio.") *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**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	IV.B.	Critical and Analytic Thinking: Children compare, contrast, examine, and evaluate experiences, tasks, and events
STANDARD / CONCEPTUAL UNDERSTANDING	IV.B.1.	Imitates behavior seen in another place and time *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**

STANDARD / CONCEPTUAL UNDERSTANDING	IV.B.2.	Notices and describes how items are the same or different (e.g., "This ball is bigger than that one." "My shirt is the same as Jane's.") *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures a. Measures objects** **Objective 22a.2 Makes simple comparisons between two objects**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.B.3.	Makes choices when given options (e.g., which toy to play with) *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**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	IV.C.	Critical and Analytic Thinking: Children use past knowledge to build new knowledge
STANDARD / CONCEPTUAL UNDERSTANDING	IV.C.1.	Generalizes ideas based on past experiences (e.g., watches caregiver blow on hot food before eating, then blows on food – hot or cold – at next meal) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.C.2.	Connects objects and ideas (e.g., broom for sweeping; swimsuit for swimming) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.C.3.	Searches in several locations for a toy or object *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**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	IV.D.	Problem-Solving: Children find multiple solutions to questions, tasks, problems, and challenges

STANDARD / CONCEPTUAL UNDERSTANDING	IV.D.1.	Uses active exploration and trial and error to solve problems (e.g., tries puzzle piece in several spots until finds correct place) *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
STANDARD / CONCEPTUAL UNDERSTANDING	IV.D.2.	Tries several methods to solve a problem before asking for assistance *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
STANDARD / CONCEPTUAL UNDERSTANDING	IV.D.3.	Communicates to request assistance *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
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	IV.E.	Representational Thought: Children use symbols to represent objects
STANDARD / CONCEPTUAL UNDERSTANDING	IV.E.1.	Finds objects after they have been hidden nearby *GOLD*® Objectives for Development and Learning • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.3 Emerging to 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
STANDARD / CONCEPTUAL UNDERSTANDING	IV.E.2.	Draws or scribbles and explains what the drawing is *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
STANDARD / CONCEPTUAL UNDERSTANDING	IV.E.3.	Experiments with new uses for familiar objects *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

STANDARD / CONCEPTUAL UNDERSTANDING	IV.E.4.	Provides a simple description of a person or object that is not present (e.g., child barks when asked what noise the dog makes) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.E.5.	Reacts to mental images of objects or events (e.g., claps hands when told aunt/uncle is coming to visit) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.E.6.	Identifies pictures of familiar objects correctly (e.g., chooses favorite book by cover) *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**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	**Cognition and General Knowledge (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	IV.F.	**Representational Thought: Children distinguish between fantasy and reality**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.F.1.	Plays make-believe with props (e.g., dolls, animals, and 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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.F.2.	May have an imaginary friend *GOLD*® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.F.3.	Reacts to people in costume as if they are the characters they portray; some children may react in a fearful way **No Correlations**

STANDARD / CONCEPTUAL UNDERSTANDING	IV.F.4.	Reacts to puppets as if they are real and not extensions of an adult or another child *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**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	**Cognition and General Knowledge (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	IV.G.	**Number and Sense Operations: Children demonstrate knowledge of numbers and counting**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.G.1.	Counts to at least five from memory (e.g., recites, "one, two, three...") *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations a. Counts** Objective **20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.G.2.	Imitates counting rhymes or songs (e.g., "Three Little Monkeys") *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations a. Counts** Objective **20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.G.3.	Recognizes some quantities (e.g., sees 2 blocks and says "two") *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations b. Quantifies** Objective **20b.2 Demonstrates understanding of the concepts of one, two, and more**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.G.4.	Begins to quantify and make comparisons of quantity (e.g., all, some, none, more, less) *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**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	**Cognition and General Knowledge (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	IV.H.	**Measurement: Children demonstrate knowledge of size, volume, height, weight, and length**

STANDARD / CONCEPTUAL UNDERSTANDING	IV.H.1.	Uses size words, such as "many," "big," and "little," appropriately *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures a. Measures objects** **Objective 22a.2 Makes simple comparisons between two objects**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.H.2.	Fills and empties containers (e.g., with sand or water) *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures a. Measures objects** **Objective 22a.2 Makes simple comparisons between two objects**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.H.3.	Compares the size of various everyday objects (e.g., puts different people's shoes side by side to see which is longest) *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures a. Measures objects** **Objective 22a.2 Makes simple comparisons between two objects**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.H.4.	Identifies things that are big or small, heavy or light, and tall or short, with assistance *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures a. Measures objects** **Objective 22a.2 Makes simple comparisons between two objects**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.H.5.	Looks at two objects and identifies which one is bigger or smaller *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures a. Measures objects** **Objective 22a.2 Makes simple comparisons between two objects**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.H.6.	Explores measuring tools (e.g., measuring cup, ruler) *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures a. Measures objects** **Objective 22a.2 Makes simple comparisons between two objects**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.H.7.	Nests up to five cups *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures a. Measures objects** **Objective 22a.2 Makes simple comparisons between two objects**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	IV.I.	Properties of Ordering: Children identify and label shapes

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STANDARD / CONCEPTUAL UNDERSTANDING	IV.I.1.	Matches simple two-dimensional shapes in form boards and puzzles (e.g., circles, squares, triangles) *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
STANDARD / CONCEPTUAL UNDERSTANDING	IV.I.2.	Identifies two geometric shapes (e.g., circle, square) *GOLD*® Objectives for Development and Learning • Objective **21 Explores and describes spatial relationships and shapes b. Understands shapes** Objective **21b.4 Identifies a few basic shapes (circle, square, triangle)**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.I.3.	Creates and copies simple shapes made by others *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
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	IV.J.	Properties of Ordering: Children sort, classify, and organize objects
STANDARD / CONCEPTUAL UNDERSTANDING	IV.J.1.	Collects items that have common characteristics (e.g., red blocks, shells, leaves) *GOLD*® Objectives for Development and Learning • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
STANDARD / CONCEPTUAL UNDERSTANDING	IV.J.2.	Arranges objects in lines (e.g., makes a row of blocks) *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures a. Measures objects** Objective **22a.3 Emerging to 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.J.3.	Sorts objects by one characteristic (e.g., 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

STANDARD / CONCEPTUAL UNDERSTANDING	IV.J.4.	Recognizes objects arranged in series (e.g., small, medium, large) *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures a. Measures objects** **Objective 22a.3 Emerging to 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.J.5.	Identifies categories of objects (e.g., dogs, cats, and cows are all animals), with assistance *GOLD*® Objectives for Development and Learning • Objective **13 Uses classification skills** **Objective 13.3 Emerging to 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape**
STRAND / DOMAIN / UNIFYING THEME	**NY.IV.**	**Cognition and General Knowledge (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	**IV.K.**	**Scientific Thinking: Children collect information through observation and manipulation**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.K.1.	Uses all five senses to examine different objects with attention to detail *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.K.2.	Observes and manipulates objects to identify similarities or differences *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.K.3.	Observes and examines natural phenomena through senses (e.g., notices different types of insects) *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**
STRAND / DOMAIN / UNIFYING THEME	**NY.IV.**	**Cognition and General Knowledge (18 to 36 months)**

CATEGORY / CLUSTER / KEY IDEA	IV.L.	Scientific thinking: Children engage in exploring the natural world by manipulating objects, asking questions, making predictions, and developing generalizations
STANDARD / CONCEPTUAL UNDERSTANDING	IV.L.1.	Asks simple questions about the natural world (e.g., "Where did the rainbow go?") *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.5 Emerging to 11d.6 Shows eagerness to learn about a variety of topics and ideas**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.L.2.	Observes and/or manipulates objects and events to answer simple questions about the natural world *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.4 Explores and investigates ways to make something happen**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.L.3.	Demonstrates ability to think before engaging in an activity *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.4 Explores and investigates ways to make something happen**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.L.4.	Makes guesses about what might happen based on past experience *GOLD*® Objectives for Development and Learning Objective **12 Remembers and connects experiences b. Makes connections** Objective **12b.5 Emerging to 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	**Cognition and General Knowledge (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	IV.M.	Scientific Knowledge: Children observe and describe characteristics of living things
STANDARD / CONCEPTUAL UNDERSTANDING	IV.M.1.	Explores and investigates physical properties of living and non-living things *GOLD*® Objectives for Development and Learning • Objective **25 Demonstrates knowledge of the characteristics of living things** • Objective **26 Demonstrates knowledge of the physical properties of objects and materials**

STANDARD / CONCEPTUAL UNDERSTANDING	IV.M.2.	Comments on what it takes to make things grow (e.g., "That plant needs water.") *GOLD*® Objectives for Development and Learning • Objective **26 Demonstrates knowledge of the physical properties of objects and materials**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	**Cognition and General Knowledge (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	IV.N.	**Scientific Knowledge: Children observe and describe characteristics of the earth**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.N.1.	**Asks questions about the earth** *GOLD*® Objectives for Development and Learning • Objective **27 Demonstrates knowledge of Earth's environment**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.N.2.	**Identifies weather (e.g., sun, rain, snow)** *GOLD*® Objectives for Development and Learning • Objective **27 Demonstrates knowledge of Earth's environment**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.N.3.	**Identifies or labels earth's materials (e.g., water, rocks, dirt, leaves)** *GOLD*® Objectives for Development and Learning • Objective **27 Demonstrates knowledge of Earth's environment**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.N.4.	**Demonstrates curiosity about the natural environment by asking "why" questions (e.g., "Why is the grass green?")** *GOLD*® Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth's environment
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	**Cognition and General Knowledge (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	IV.O.	**History: Children demonstrate knowledge of past events and awareness of how they may influence the present and future**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.O.1.	**Anticipates recurring events in typical routines ("After I eat lunch, I will hear a story.")** *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**

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STANDARD / CONCEPTUAL UNDERSTANDING	IV.O.2.	Connects new experiences to past experiences *GOLD*® Objectives for Development and Learning • Objective **12 Remembers and connects experiences b. Makes connections** **Objective 12b.2 Looks for familiar persons when they are named; relates objects to events**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.O.3.	Experiments with general terms related to the elements of time (e.g., "Today we are going to Grandma's.") *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.O.4.	Makes predictions about what may occur *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**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	IV.P.	Geography: Children demonstrate awareness of location and spatial relationships
STANDARD / CONCEPTUAL UNDERSTANDING	IV.P.1.	Distinguishes between near and far *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)**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.P.2.	Experiments with physical relationships (e.g., on/under, inside/outside) *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)**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.P.3.	Shows interest in investigating geography tools (e.g., map, compass, globe) *GOLD*® Objectives for Development and Learning • Objective **28 Uses tools and other technology to perform tasks**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (18 to 36 months)

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CATEGORY / CLUSTER / KEY IDEA	IV.Q.	Geography: Children demonstrate knowledge of the relationship between people, places, and regions
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Q.1.	Distinguishes different environments by the people or signs that are a part of that environment (e.g., see pictures of fish and says, "They live in water.") *GOLD*® Objectives for Development and Learning • Objective **32 Demonstrates simple geographic knowledge**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Q.2.	Recognizes own house when approaching *GOLD*® Objectives for Development and Learning • Objective **32 Demonstrates simple geographic knowledge**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Q.3.	Recognizes familiar buildings (e.g., school, restaurant, library) *GOLD*® Objectives for Development and Learning • Objective **32 Demonstrates simple geographic knowledge**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	IV.R.	Economics: Children demonstrate knowledge of various occupations related to trade and currency
STANDARD / CONCEPTUAL UNDERSTANDING	IV.R.1.	Recognizes relationship between supply and demand (e.g., understands that he/she cannot have another cracker because they are all gone) *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.R.2.	Recognizes and uses objects for barter or trade during play, with assistance *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	IV.S.	Ecology: Children demonstrate awareness of the relationship between humans and the environment
STANDARD / CONCEPTUAL UNDERSTANDING	IV.S.1.	Helps with home and class routines that keep the house/classroom clean *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**

STANDARD / CONCEPTUAL UNDERSTANDING	IV.S.2.	Discards trash in appropriate receptacle *GOLD*® Objectives for Development and Learning • Objective **27 Demonstrates knowledge of Earth's environment**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.S.3.	Recognizes and responds to characteristics of the environment (e.g., exclaims out loud when sees bird or a very tall tree) *GOLD*® Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD / CONCEPTUAL UNDERSTANDING	IV.S.4.	Uses natural objects for play (e.g., makes mud pies, makes a house out of sticks, uses leaves for a pillow) *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
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	IV.T.	Technology: Children demonstrate understanding and use of technology in their surroundings
STANDARD / CONCEPTUAL UNDERSTANDING	IV.T.1.	Plays with battery-operated toys and learning objects, with assistance *GOLD*® Objectives for Development and Learning • Objective **28 Uses tools and other technology to perform tasks**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.T.2.	Operates a simple tape or CD player to listen to a recorded story, with assistance *GOLD*® Objectives for Development and Learning • Objective **28 Uses tools and other technology to perform tasks**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.T.3.	Makes mechanical toys work, if labeled safe for children under 3 years old *GOLD*® Objectives for Development and Learning • Objective **28 Uses tools and other technology to perform tasks**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	IV.U.	Family: Children demonstration awareness and understanding of family
STANDARD / CONCEPTUAL UNDERSTANDING	IV.U.1.	Can state own first and last name *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**

STANDARD / CONCEPTUAL UNDERSTANDING	IV.U.2.	Recognizes roles within own home (e.g., "Daddy cooks supper and mommy washes the dishes.") *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.U.3.	Pretends to nurture a doll by feeding and talking to it *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.U.4.	Gives names to toys and dolls that reflect family and circle of friends *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.U.5.	Identifies boys and girls *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	**Cognition and General Knowledge (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	IV.V.	**Community: Children demonstrate awareness of their community, human interdependence, and social roles**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.V.1.	Identifies the possessions of other children **No Correlations**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.V.2.	Shows interest in peers by including them in play, referring to them by name *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.V.3.	Recognizes that different people have different roles and jobs in the community *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**

STANDARD / CONCEPTUAL UNDERSTANDING	IV.V.4.	Functions as a member of various communities (e.g., classroom, neighborhood, faith-based community) *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.V.5.	Shows interest in community workers (e.g., garbage collector, mail carrier, doctor) *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.V.6.	Participates in family routines *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
STRAND / DOMAIN / UNIFYING THEME	**NY.IV.**	**Cognition and General Knowledge (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	**IV.W.**	**Community: Children demonstrate civic responsibility**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.W.1.	Tries out roles and relationships through pretend play (e.g., play doctor, house) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.W.2.	Recognizes that there may be different rules in different places (e.g., school rules may be different from those at home) and follows appropriate set of rules, with assistance *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.W.3.	Participates actively as a member of the family or classroom community (e.g., helping during clean-up time) *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**

STANDARD / CONCEPTUAL UNDERSTANDING	IV.W.4.	**Helps adult with simple chores** *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**
STRAND / DOMAIN / UNIFYING THEME	**NY.IV.**	**Cognition and General Knowledge (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	**IV.X.**	**Culture: Children demonstrate awareness and appreciation of their own and others' culture**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.X.1.	**Enjoys poems, stories, and songs about a variety of people and cultures** *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.X.2.	**Displays knowledge of basic concepts of own heritage and background (e.g., shows pictures or objects from home)** *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.X.3.	**Asks simple questions about other children and adults (e.g., "Where is Simon?")** *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
STRAND / DOMAIN / UNIFYING THEME	**NY.IV.**	**Cognition and General Knowledge (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	**IV.Y.**	**Expression and Representation: Children use creative arts to express and represent what they know, think, believe, or feel**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Y.1.	**Uses a variety of materials for tactile experience and exploration (e.g., paint, glue, 3-dimensional materials, musical instruments)** *GOLD*® Objectives for Development and Learning • Objective **33 Explores the visual arts**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Y.2.	**Engages in the artistic process with enthusiasm** *GOLD*® Objectives for Development and Learning • Objective **33 Explores the visual arts**

STANDARD / CONCEPTUAL UNDERSTANDING	IV.Y.3.	Explores various ways of moving with or without music *GOLD*® **Objectives for Development and Learning** • Objective 35 Explores dance and movement concepts
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Y.4.	Explores simple songs using voice and/or instruments *GOLD*® **Objectives for Development and Learning** • Objective 34 Explores musical concepts and expression
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Y.5.	Engages in 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.2 Imitates actions of others during play; uses real objects as props**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	IV.Z.	Understanding and Appreciation: Children demonstrate understanding and appreciation of the creative arts
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Z.1.	Observes and responds to artwork produced by other individuals and/or cultures *GOLD*® **Objectives for Development and Learning** • Objective 33 Explores the visual arts
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Z.2.	Imitates movement after participating in or watching others perform games or songs *GOLD*® **Objectives for Development and Learning** • Objective 35 Explores dance and movement concepts
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Z.3.	Exhibits interest when watching musical, dance, or theater performances by other individuals *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**

STANDARD / CONCEPTUAL UNDERSTANDING	IV.Z.4.	Identifies favorite storybook characters _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
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	V.A.	Dual Language Acquisition
STANDARD / CONCEPTUAL UNDERSTANDING	V.A.1.	Follows simple verbal direction in home language and attempts to make sense of a direction given in English when accompanied by a nonverbal gesture (e.g., signal for come here) _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
STANDARD / CONCEPTUAL UNDERSTANDING	V.A.2.	Often uses sounds from home language when speaking in English (e.g., Spanish "v "may be pronounced like "b" so Spanish speaking child might say "bery" for "very") _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
STANDARD / CONCEPTUAL UNDERSTANDING	V.A.3.	Has a larger vocabulary in home language and is beginning to acquire an English vocabulary _GOLD®_ Objectives for Development and Learning • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
STANDARD / CONCEPTUAL UNDERSTANDING	V.A.4.	Recalls words from simple songs in home language and recognizes words from songs in English _GOLD®_ Objectives for Development and Learning • Objective 38 Demonstrates progress in speaking English Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea

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STANDARD / CONCEPTUAL UNDERSTANDING	V.A.5.	Asks simple questions in home language; uses gestures or single words to ask questions in English *GOLD*® Objectives for Development and Learning • Objective **38** Demonstrates progress in speaking English Objective **38.4** Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
STANDARD / CONCEPTUAL UNDERSTANDING	V.A.6.	Inserts words from home language while speaking in English, sometimes *GOLD*® Objectives for Development and Learning • Objective **38** Demonstrates progress in speaking English Objective **38.4** Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
STRAND / DOMAIN / UNIFYING THEME	**NY.V.**	**Language, Communication, and Literacy (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	**V.B.**	**Receptive Vocabulary**
STANDARD / CONCEPTUAL UNDERSTANDING	V.B.1.	Demonstrates understanding of simple directions by responding appropriately (e.g., "Give daddy the cup, please.") *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.B.2.	Identifies at least three body parts, when requested *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.B.3.	Identifies some people, objects, and actions by appropriate gestures or speech when named *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

STANDARD / CONCEPTUAL UNDERSTANDING	V.B.4.	Responds to directions that include verbs (e.g., run, jump, reach, open) *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
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	V.C.	Expressive Vocabulary
STANDARD / CONCEPTUAL UNDERSTANDING	V.C.1.	Uses new vocabulary in everyday experiences *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.C.2.	Demonstrates use of an expressive vocabulary of more than 100 words, in home language *GOLD*® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
STANDARD / CONCEPTUAL UNDERSTANDING	V.C.3.	Uses mostly two- and some three- syllable words *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.C.4.	Asks others to label unfamiliar 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

STANDARD / CONCEPTUAL UNDERSTANDING	V.C.5.	Uses adjectives in speech (e.g., "red ball") _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
STANDARD / CONCEPTUAL UNDERSTANDING	V.C.6.	Imitates simple two-word phrase/sentence _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
STANDARD / CONCEPTUAL UNDERSTANDING	V.C.7.	Uses some plurals _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
STANDARD / CONCEPTUAL UNDERSTANDING	V.C.8.	Expresses negative statements by adding on a "no" in the sentence (e.g., "no milk") _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
STANDARD / CONCEPTUAL UNDERSTANDING	V.C.9.	Speech is 50–75% intelligible _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
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	V.D.	Grammar and Syntax
STANDARD / CONCEPTUAL UNDERSTANDING	V.D.1.	Uses three- to four-word sentences with noun and verb _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

STANDARD / CONCEPTUAL UNDERSTANDING	V.D.2.	Describes a self-made drawing 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
STANDARD / CONCEPTUAL UNDERSTANDING	V.D.3.	Uses simple questions in speech, but may not use correct grammar 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
STANDARD / CONCEPTUAL UNDERSTANDING	V.D.4.	Uses plural forms for nouns, sometimes 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
STANDARD / CONCEPTUAL UNDERSTANDING	V.D.5.	Uses negatives (e.g., "I don't want it.") 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
STANDARD / CONCEPTUAL UNDERSTANDING	V.D.6.	Uses adjectives in phrases (e.g., big bag, green bear) 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
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	V.E.	Comprehension

STANDARD / CONCEPTUAL UNDERSTANDING	V.E.1.	Follows two-step directions with complex sentence structures (noun + verb + adverb; e.g., "Put dishes away quickly." "Put dishes in the cupboard.") *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.E.2.	Answers simple questions *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.E.3.	Asks questions that demonstrate knowledge of events or phenomena (e.g., "Why did the boy run away?" "How did the water turn blue?") *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
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	V.F.	Expressive/Oral Language
STANDARD / CONCEPTUAL UNDERSTANDING	V.F.1.	Recounts an event, with assistance *GOLD*® Objectives for Development and Learning • Objective **9** Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.2 Makes simple statements about recent events and familiar people and objects that are not present
STANDARD / CONCEPTUAL UNDERSTANDING	V.F.2.	Begins to recall parts of a previously heard story *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

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STANDARD / CONCEPTUAL UNDERSTANDING	V.F.3.	Requests to hear familiar stories **No Correlations**
STANDARD / CONCEPTUAL UNDERSTANDING	V.F.4.	Begins to follow the sequence of events in an orally narrated story _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
STRAND / DOMAIN / UNIFYING THEME	**NY.V.**	**Language, Communication, and Literacy (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	**V.G.**	**Listening Skills**
STANDARD / CONCEPTUAL UNDERSTANDING	V.G.1.	Responds to action words by performing the action _GOLD®_ Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language b. Follows directions** Objective 8b.4 Follows simple requests not accompanied by gestures
STANDARD / CONCEPTUAL UNDERSTANDING	V.G.2.	Responds by looking when directed toward a certain object _GOLD®_ Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language b. Follows directions** Objective 8b.4 Follows simple requests not accompanied by gestures
STANDARD / CONCEPTUAL UNDERSTANDING	V.G.3.	Attempts to locate objects when they are discussed by others _GOLD®_ Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language b. Follows directions** Objective 8b.4 Follows simple requests not accompanied by gestures
STANDARD / CONCEPTUAL UNDERSTANDING	V.G.4.	Listens to short and simple stories while walking, standing, or sitting _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
STRAND / DOMAIN / UNIFYING THEME	**NY.V.**	**Language, Communication, and Literacy (18 to 36 months)**

CATEGORY / CLUSTER / KEY IDEA	V.H.	Oral and Written Communication
STANDARD / CONCEPTUAL UNDERSTANDING	V.H.1.	**Changes intonation and tone to communicate meaning** *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.H.2.	**Uses nonverbal gestures and body language to express needs and feelings (e.g., gives spontaneous hug)** *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.H.3.	**Addresses listener appropriately to get attention (e.g., when speaking to another child, uses child's name)** *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.H.4.	**Uses jargon with regular words in conversation** *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.H.5.	**Uses descriptors to describe a thing or event (e.g., "big toy," "fun ride")** *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.H.6.	**Uses sound effects in play** *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**

STANDARD / CONCEPTUAL UNDERSTANDING	V.H.7.	Demonstrates an awareness of back and forth turn-taking during conversation exchanges *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**
STRAND / DOMAIN / UNIFYING THEME	**NY.V.**	**Language, Communication, and Literacy (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	**V.I.**	**Conventions of Social Communication**
STANDARD / CONCEPTUAL UNDERSTANDING	V.I.1.	Pays attention to speaker for at least a portion of a conversation *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.I.2.	Begins to demonstrate turn-taking in conversation *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.I.3.	Makes a related comment (e.g., adult says, "Here is your water," child says "Cup" or "Water cup") *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.I.4.	Makes a formal request or response (e.g., "May I," "Please," "Thank you") *GOLD*® Objectives for Development and Learning • Objective **10 Uses appropriate conversational and other communication skills b. Uses social rules of language** Objective **10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating**

STANDARD / CONCEPTUAL UNDERSTANDING	V.I.5.	Follows nonverbal directions (e.g., signal for come here) _GOLD®_ Objectives for Development and Learning • Objective **8** Listens to and understands increasingly complex language b. Follows directions Objective 8b.4 Follows simple requests not accompanied by gestures
STANDARD / CONCEPTUAL UNDERSTANDING	V.I.6.	Whispers with initiation from adult _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
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	V.J.	Reading: Phonological Awareness
STANDARD / CONCEPTUAL UNDERSTANDING	V.J.1.	Recites phrases from familiar rhymes _GOLD®_ Objectives for Development and Learning • Objective **15** Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games
STANDARD / CONCEPTUAL UNDERSTANDING	V.J.2.	Completes a familiar rhyme by providing the last word _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
STANDARD / CONCEPTUAL UNDERSTANDING	V.J.3.	Participates in rhyming games and songs with other children _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

STANDARD / CONCEPTUAL UNDERSTANDING	V.J.4.	Imitates tempo and speed of sound (e.g., clapping hands fast and clapping hands slowly, speaking fast and speaking slowly) _GOLD®_ Objectives for Development and Learning • Objective **23 Demonstrates knowledge of patterns** Objective **23.2 Shows interest in simple patterns in everyday life**
STRAND / DOMAIN / UNIFYING THEME	**NY.V.**	**Language, Communication, and Literacy (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	**V.K.**	**Reading: Alphabetic Principle**
STANDARD / CONCEPTUAL UNDERSTANDING	V.K.1.	Begins to identify letters in own name, especially initial letter _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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.K.2.	Recites a song with the letters of the alphabet, with assistance (e.g., an alphabet song or recitation) **No Correlations**
STANDARD / CONCEPTUAL UNDERSTANDING	V.K.3.	Begins to understand that print represents words (e.g., pretends to read text) _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**
STRAND / DOMAIN / UNIFYING THEME	**NY.V.**	**Language, Communication, and Literacy (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	**V.L.**	**Reading: Print Concepts**
STANDARD / CONCEPTUAL UNDERSTANDING	V.L.1.	Knows the right side up of a book _GOLD®_ Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** Objective **17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers**

STANDARD / CONCEPTUAL UNDERSTANDING	V.L.2.	Turns pages of board books, increasingly one page at a 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.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
STANDARD / CONCEPTUAL UNDERSTANDING	V.L.3.	Recognizes first name when printed *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.L.4.	Chooses and identifies a book, with accuracy, according to the front cover *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
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	V.M.	Reading: Comprehension of Printed Materials
STANDARD / CONCEPTUAL UNDERSTANDING	V.M.1.	Uses words for pictures *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.M.2.	Uses pictures to describe actions (e.g., picture of person running, child says "run") *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

STANDARD / CONCEPTUAL UNDERSTANDING	V.M.3.	Recites familiar words in a book when read to *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.M.4.	Recalls specific characters or actions 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.4 Asks and answers questions about the text; refers to pictures**
STANDARD / CONCEPTUAL UNDERSTANDING	V.M.5.	Produces a multiple-word response to printed materials *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.M.6.	Anticipates what comes next in known stories, with assistance (e.g., anticipates the next animal in an animal concept 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**
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	V.N.	Reading: Awareness that Written Materials Can Be Used for a Variety of Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	V.N.1.	Enjoys books about different things (e.g., books about animals, occupations) *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.N.2.	Responds to emotional expressions in a book (e.g., points to a happy face) *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

STANDARD / CONCEPTUAL UNDERSTANDING	V.N.3.	**Recognizes print in the neighborhood, community, and environment (e.g., stop-signs, store signs)** *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**
STRAND / DOMAIN / UNIFYING THEME	**NY.V.**	**Language, Communication, and Literacy (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	**V.O.**	**Reading: Appreciation and Enjoyment**
STANDARD / CONCEPTUAL UNDERSTANDING	V.O.1.	**Asks to be read to** *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.O.2.	**Requests favorite book to be read repeatedly** *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.O.3.	**Looks at books, magazines, and other printed matter, without assistance** *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.O.4.	**Looks through books and other printed matter as though reading** *GOLD*® **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts b. Uses emergent reading skills** **Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues**

STANDARD / CONCEPTUAL UNDERSTANDING	V.O.5.	Memorizes phrases from favorite 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.2 Contributes particular language from the book at the appropriate time**
STANDARD / CONCEPTUAL UNDERSTANDING	V.O.6.	Makes comments on 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.2 Contributes particular language from the book at the appropriate time**
STANDARD / CONCEPTUAL UNDERSTANDING	V.O.7.	Uses books during play *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.O.8.	Selects books and magazines when asked to select favorite objects/toys *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**
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	V.P.	Writing: Alphabet Knowledge
STANDARD / CONCEPTUAL UNDERSTANDING	V.P.1.	Notices both words and pictures on a page *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses b. Uses print concepts** **Objective 17b.2 Shows understanding that text is meaningful and can be read**
STANDARD / CONCEPTUAL UNDERSTANDING	V.P.2.	Labels pictures using scribble writing *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**

STANDARD / CONCEPTUAL UNDERSTANDING	V.P.3.	Uses symbols or pictures as representation of oral language *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.P.4.	Demonstrates an understanding that we hear and see words by pointing randomly to text while it is being read out loud (e.g., a spoken word is also represented in print) *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses b. Uses print concepts** **Objective 17b.2 Shows understanding that text is meaningful and can be read**
STRAND / DOMAIN / UNIFYING THEME	**NY.V.**	**Language, Communication, and Literacy (18 to 36 months)**
CATEGORY / CLUSTER / KEY IDEA	**V.Q.**	**Writing Conventions**
STANDARD / CONCEPTUAL UNDERSTANDING	V.Q.1.	Scribbles and makes marks on paper purposefully *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.Q.2.	Names scribbles (e.g., tells others what scribbles mean) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.Q.3.	Draws horizontal and vertical lines *GOLD*® Objectives for Development and Learning • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message**
STANDARD / CONCEPTUAL UNDERSTANDING	V.Q.4.	Uses a variety of writing tools (e.g., pencil, marker, paint brush) *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**

STANDARD / CONCEPTUAL UNDERSTANDING	V.Q.5.	Paints using whole arm to make strokes *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.Q.6.	Adjusts body position to enable writing/drawing on paper *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
STANDARD / CONCEPTUAL UNDERSTANDING	V.Q.7.	Pretends to write on paper, without regard to location or direction *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
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (18 to 36 months)
CATEGORY / CLUSTER / KEY IDEA	V.R.	Writing: Use Writing for a Variety of Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	V.R.1.	Uses scribbles and pictures to make lists, letters *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.R.2.	Recognizes some environmental print/symbols (e.g., a stop sign) *GOLD*® Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
STANDARD / CONCEPTUAL UNDERSTANDING	V.R.3.	Asks adult to label pictures that he/she has drawn *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

New York State Early Learning Guidelines

Ages 36 to 60 months; adopted 2012

STRAND / DOMAIN / UNIFYING THEME	NY.I.	Physical Well-Being, Health, and Motor Development (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	I.A.	Gross Motor Skills
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.1.	Walks and runs and navigates obstacles and corners *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.2.	Crawls through a play tunnel or under tables *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.3.	Climbs on play equipment *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.4.	Throws ball overhand with some accuracy *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
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.5.	Catches large balls with two hands *GOLD*® Objectives for Development and Learning • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.6.	Kicks ball forward *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

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STANDARD / CONCEPTUAL UNDERSTANDING	I.A.7.	Hops forward on one foot without losing balance *GOLD*® Objectives for Development and Learning • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.8.	Jumps on two feet and over small objects with balance and control *GOLD*® Objectives for Development and Learning • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.9.	Gallops with skill *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.10.	Pedals consistently when riding tricycle and navigates obstacles and corners *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.11.	Walks up and down stairs, using alternating feet, without support *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
STANDARD / CONCEPTUAL UNDERSTANDING	I.A.12.	Walks backwards and runs with enough control for sudden stops *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
STRAND / DOMAIN / UNIFYING THEME	NY.I.	Physical Well-Being, Health, and Motor Development (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	I.B.	Fine Motor Skills
STANDARD / CONCEPTUAL UNDERSTANDING	I.B.1.	Eats with utensils *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements

STANDARD / CONCEPTUAL UNDERSTANDING	I.B.2.	Uses various drawing and art materials (e.g., crayons, brushes, finger paint) _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**
STANDARD / CONCEPTUAL UNDERSTANDING	I.B.3.	Copies shapes and geometric designs _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**
STANDARD / CONCEPTUAL UNDERSTANDING	I.B.4.	Opens and closes blunt scissors with one hand _GOLD®_ Objectives for Development and Learning • **Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.6 Uses refined wrist and finger movements**
STANDARD / CONCEPTUAL UNDERSTANDING	I.B.5.	Cutting skills progress from inaccurate cutting to proper grasp with some degree of accuracy _GOLD®_ Objectives for Development and Learning • **Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.6 Uses refined wrist and finger movements**
STANDARD / CONCEPTUAL UNDERSTANDING	I.B.6.	Manipulates small objects with ease (e.g., strings beads, fits small objects into holes) _GOLD®_ Objectives for Development and Learning • **Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.6 Uses refined wrist and finger movements**
STANDARD / CONCEPTUAL UNDERSTANDING	I.B.7.	Dresses and undresses self-managing buttons and/or zippers _GOLD®_ Objectives for Development and Learning • **Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.6 Uses refined wrist and finger movements**

STANDARD / CONCEPTUAL UNDERSTANDING	I.B.8.	Uses stapler or paper punch *GOLD*® Objectives for Development and Learning • Objective **7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.6 Uses refined wrist and finger movements**
STANDARD / CONCEPTUAL UNDERSTANDING	I.B.9.	Completes increasingly complex puzzles (e.g., 3-piece to 10-piece puzzles) *GOLD*® Objectives for Development and Learning • Objective **7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.6 Uses refined wrist and finger movements**
STANDARD / CONCEPTUAL UNDERSTANDING	I.B.10.	Writes some recognizable letters or numbers *GOLD*® Objectives for Development and Learning • Objective **19 Demonstrates writing skills a. Writes name** **Objective 19a.8 Writes letter strings**
STRAND / DOMAIN / UNIFYING THEME	NY.I.	Physical Well-Being, Health, and Motor Development (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	I.C.	Sensorimotor Skills
STANDARD / CONCEPTUAL UNDERSTANDING	I.C.1.	Physically reacts appropriately to the environment (e.g., bends knees to soften landing, moves quickly to avoid obstacles) *GOLD*® Objectives for Development and Learning • Objective **4 Demonstrates traveling skills** **Objective 4.6 Moves purposefully from place to place with control**
STANDARD / CONCEPTUAL UNDERSTANDING	I.C.2.	Demonstrates concepts through movement (e.g., imitates an animal through movement, sounds, dress, and dramatization) *GOLD*® Objectives for Development and Learning • Objective **4 Demonstrates traveling skills** **Objective 4.6 Moves purposefully from place to place with control**
STANDARD / CONCEPTUAL UNDERSTANDING	I.C.3.	Improves eye-hand coordination (e.g., catches a bounced ball) *GOLD*® Objectives for Development and Learning • Objective **6 Demonstrates gross-motor manipulative skills** **Objective 6.6 Manipulates balls or similar objects with flexible body movements**

STANDARD / CONCEPTUAL UNDERSTANDING	I.C.4.	Enjoys pushing objects, climbing short ladders, swinging on a swing, and sliding _GOLD®_ Objectives for Development and Learning • Objective **4 Demonstrates traveling skills** **Objective 4.6 Moves purposefully from place to place with control**
STRAND / DOMAIN / UNIFYING THEME	**NY.I.**	**Physical Well-Being, Health, and Motor Development (36 to 60 months)**
CATEGORY / CLUSTER / KEY IDEA	**I.D.**	**Physical Fitness: Daily Activities**
STANDARD / CONCEPTUAL UNDERSTANDING	I.D.1.	Carries light objects or backpack for a short distance _GOLD®_ Objectives for Development and Learning • Objective **4 Demonstrates traveling skills** **Objective 4.6 Moves purposefully from place to place with control**
STANDARD / CONCEPTUAL UNDERSTANDING	I.D.2.	Repetitively practices new skills _GOLD®_ Objectives for Development and Learning • Objective **4 Demonstrates traveling skills** **Objective 4.6 Moves purposefully from place to place with control**
STANDARD / CONCEPTUAL UNDERSTANDING	I.D.3.	Engages in at least 60 minutes, and up to several hours, daily of unstructured physical activity _GOLD®_ Objectives for Development and Learning • Objective **4 Demonstrates traveling skills** **Objective 4.6 Moves purposefully from place to place with control**
STANDARD / CONCEPTUAL UNDERSTANDING	I.D.4.	Engages in organized physical activities for a total of at least 60 minutes each day, sustaining physical activity for at least 15 minutes at a time _GOLD®_ Objectives for Development and Learning • Objective **4 Demonstrates traveling skills** **Objective 4.6 Moves purposefully from place to place with control**
STANDARD / CONCEPTUAL UNDERSTANDING	I.D.5.	Stays awake except during nap time **No Correlations**
STRAND / DOMAIN / UNIFYING THEME	**NY.I.**	**Physical Well-Being, Health, and Motor Development (36 to 60 months)**
CATEGORY / CLUSTER / KEY IDEA	**I.E.**	**Physical Fitness: Variety and Well-Being**

STANDARD / CONCEPTUAL UNDERSTANDING	I.E.1.	Participates in different physical activities (e.g., walking, climbing, throwing, dancing) with enthusiasm *GOLD®* Objectives for Development and Learning • Objective 35 Explores dance and movement concepts • 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
STANDARD / CONCEPTUAL UNDERSTANDING	I.E.2.	Incorporates various physical activities while transitioning from one place to another (e.g., marches between the kitchen and the bathroom) *GOLD®* Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
STANDARD / CONCEPTUAL UNDERSTANDING	I.E.3.	Participates in group activities involving physical activity (e.g., makes a large letter with a thick rope on the floor) *GOLD®* Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
STRAND / DOMAIN / UNIFYING THEME	**NY.I.**	**Physical Well-Being, Health, and Motor Development (36 to 60 months)**
CATEGORY / CLUSTER / KEY IDEA	**I.F.**	**Daily Living Skills**
STANDARD / CONCEPTUAL UNDERSTANDING	I.F.1.	Feeds self with proper utensils, without 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
STANDARD / CONCEPTUAL UNDERSTANDING	I.F.2.	Gets drink of water from tap, without 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

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STANDARD / CONCEPTUAL UNDERSTANDING	I.F.3.	Dresses and undresses, with minimal 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
STANDARD / CONCEPTUAL UNDERSTANDING	I.F.4.	Chooses own clothes to wear, when asked *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / CONCEPTUAL UNDERSTANDING	I.F.5.	Puts shoes on, without 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
STANDARD / CONCEPTUAL UNDERSTANDING	I.F.6.	Decides, with few prompts, when to carry out self-help tasks (e.g., to wash hands when dirty and before meals) *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / CONCEPTUAL UNDERSTANDING	I.F.7.	Participates in helping others with personal care 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
STRAND / DOMAIN / UNIFYING THEME	NY.I.	Physical Well-Being, Health, and Motor Development (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	I.G.	Daily Living Skills: Hygiene
STANDARD / CONCEPTUAL UNDERSTANDING	I.G.1.	Uses tissue to wipe own nose and throws tissue in wastebasket *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs

STANDARD / CONCEPTUAL UNDERSTANDING	I.G.2.	Takes care of own toileting needs and asks for assistance when needed *GOLD*® Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / CONCEPTUAL UNDERSTANDING	I.G.3.	Washes and dries hands before eating and after toileting, without 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
STANDARD / CONCEPTUAL UNDERSTANDING	I.G.4.	Cooperates and assists caregiver with tooth brushing *GOLD*® Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / CONCEPTUAL UNDERSTANDING	I.G.5.	Identifies health products (e.g., shampoo, toothpaste, soap) *GOLD*® Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / CONCEPTUAL UNDERSTANDING	I.G.6.	Covers mouth when coughing *GOLD*® Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / CONCEPTUAL UNDERSTANDING	I.G.7.	Recognizes and communicates when experiencing symptoms of illness *GOLD*® Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

STANDARD / CONCEPTUAL UNDERSTANDING	I.G.8.	Understands the need for and participates in care for acute and chronic illness *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
STRAND / DOMAIN / UNIFYING THEME	NY.I.	Physical Well-Being, Health, and Motor Development (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	I.H.	Nutrition
STANDARD / CONCEPTUAL UNDERSTANDING	I.H.1.	Participates in preparing nutritious meals *GOLD*® Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / CONCEPTUAL UNDERSTANDING	I.H.2.	Chooses to eat foods that are better for the body than others, with 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
STANDARD / CONCEPTUAL UNDERSTANDING	I.H.3.	Passes food at the table and takes appropriate sized portions, or other culturally-specific family serving style *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
STRAND / DOMAIN / UNIFYING THEME	NY.I.	Physical Well-Being, Health, and Motor Development (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	I.I.	Safe Practices
STANDARD / CONCEPTUAL UNDERSTANDING	I.I.1.	Communicates to peers and adults when sees dangerous behaviors (e.g., throwing rocks on the playground) *GOLD*® Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

STANDARD / CONCEPTUAL UNDERSTANDING	I.I.2.	Carries scissors and pencils with points down to avoid accidents *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
STANDARD / CONCEPTUAL UNDERSTANDING	I.I.3.	Looks both ways before crossing street or road, and knows to cross with adult 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**
STANDARD / CONCEPTUAL UNDERSTANDING	I.I.4.	Recognizes danger and poison symbols and avoids those objects or areas *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
STANDARD / CONCEPTUAL UNDERSTANDING	I.I.5.	Does not touch or take medicine without adult assistance but knows that medicine can improve health when used properly *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
STANDARD / CONCEPTUAL UNDERSTANDING	I.I.6.	Understands the difference between "safe touch" and "unsafe touch" *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**
STRAND / DOMAIN / UNIFYING THEME	NY.I.	Physical Well-Being, Health, and Motor Development (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	I.J.	Rules and Self-Regulation
STANDARD / CONCEPTUAL UNDERSTANDING	I.J.1.	Understands and anticipates the consequences of not following 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**

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STANDARD / CONCEPTUAL UNDERSTANDING	I.J.2.	Identifies safety signs posted around the classroom and home *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
STANDARD / CONCEPTUAL UNDERSTANDING	I.J.3.	Follows emergency drill instruction (e.g., fire, tornado, earthquake, tsunami, bomb) *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
STANDARD / CONCEPTUAL UNDERSTANDING	I.J.4.	Follows basic safety rules, with assistance (e.g., bus, bicycle, playground, crossing street, stranger awareness) *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
STANDARD / CONCEPTUAL UNDERSTANDING	I.J.5.	Initiates getting buckled into age- and weight-appropriate car safety seat in vehicles *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**
STANDARD / CONCEPTUAL UNDERSTANDING	I.J.6.	Puts on or asks for helmet before riding a bicycle or other wheeled toy *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**
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	II.A.	Interactions with Adults
STANDARD / CONCEPTUAL UNDERSTANDING	II.A.1.	Separates with assistance from significant adults and transitions to program *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**

STANDARD / CONCEPTUAL UNDERSTANDING	II.A.2.	Expresses affection for significant 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
STANDARD / CONCEPTUAL UNDERSTANDING	II.A.3.	Approaches adults for assistance and offers to assist adults *GOLD*® Objectives for Development and Learning • Objective **2** Establishes and sustains positive relationships a. Forms relationships with adults Objective **2a.8** Engages with trusted adults as resources and to share mutual interests
STANDARD / CONCEPTUAL UNDERSTANDING	II.A.4.	Carries out actions to please adults at times *GOLD*® Objectives for Development and Learning • Objective **2** Establishes and sustains positive relationships a. Forms relationships with adults Objective **2a.8** Engages with trusted adults as resources and to share mutual interests
STANDARD / CONCEPTUAL UNDERSTANDING	II.A.5.	Expresses feelings about adults (e.g., "I love Auntie") *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
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	II.B.	Interactions with Adults: Children Seek Assistance from Adults
STANDARD / CONCEPTUAL UNDERSTANDING	II.B.1.	Recognizes that adults have more experience and, therefore, can provide assistance *GOLD*® Objectives for Development and Learning • Objective **2** Establishes and sustains positive relationships a. Forms relationships with adults Objective **2a.8** Engages with trusted adults as resources and to share mutual interests
STANDARD / CONCEPTUAL UNDERSTANDING	II.B.2.	Asks questions of adults frequently to obtain information *GOLD*® Objectives for Development and Learning • Objective **2** Establishes and sustains positive relationships a. Forms relationships with adults Objective **2a.8** Engages with trusted adults as resources and to share mutual interests

STANDARD / CONCEPTUAL UNDERSTANDING	II.B.3.	Follows caregivers' guidelines for appropriate behavior in different environments *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships a. Forms relationships with adults** Objective **2a.8 Engages with trusted adults as resources and to share mutual interests**
STANDARD / CONCEPTUAL UNDERSTANDING	II.B.4.	Brings simple problem situations to adults' attention *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.B.5.	Continues to need adult comfort and reassurance but may be less open in seeking and accepting it *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**
STRAND / DOMAIN / UNIFYING THEME	**NY.II.**	**Social and Emotional Development (36 to 60 months)**
CATEGORY / CLUSTER / KEY IDEA	**II.C.**	**Interaction with Peers**
STANDARD / CONCEPTUAL UNDERSTANDING	II.C.1.	Shows enjoyment in playing 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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.C.2.	May elect to entertain oneself for sustained periods of time *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning a. Attends and engages** Objective **11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**
STANDARD / CONCEPTUAL UNDERSTANDING	II.C.3.	Initiates an activity with another child *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** Objective **2c.4 Uses successful strategies for entering groups**

STANDARD / CONCEPTUAL UNDERSTANDING	II.C.4.	Separates willingly from adults to play with friends, most of the time *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** Objective **2c.4 Uses successful strategies for entering groups**
STANDARD / CONCEPTUAL UNDERSTANDING	II.C.5.	Makes and maintains a friendship with at least one other child *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships d. Makes friends** Objective **2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while**
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	II.D.	Interaction with Peers: Cooperation
STANDARD / CONCEPTUAL UNDERSTANDING	II.D.1.	Plays with other children without prompting, at times *GOLD*® Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** Objective **2c.4 Uses successful strategies for entering groups**
STANDARD / CONCEPTUAL UNDERSTANDING	II.D.2.	Cooperates with other children, with assistance *GOLD*® Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** Objective **3a.3 Emerging to 3a.4 Takes turns**
STANDARD / CONCEPTUAL UNDERSTANDING	II.D.3.	Manages the use of materials and toys during play, with assistance *GOLD*® Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** Objective **3a.3 Emerging to 3a.4 Takes turns**
STANDARD / CONCEPTUAL UNDERSTANDING	II.D.4.	Negotiates with peers (takes turns, plans 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 Take turns**

STANDARD / CONCEPTUAL UNDERSTANDING	II.D.5.	Makes decisions with other children, with adult prompts as needed _GOLD®_ Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations b. Solves social problems** **Objective 3b.6 Suggest solutions to social problems**
STRAND / DOMAIN / UNIFYING THEME	**NY.II.**	**Social and Emotional Development (36 to 60 months)**
CATEGORY / CLUSTER / KEY IDEA	**II.E.**	**Interaction with Peers: Negotiation**
STANDARD / CONCEPTUAL UNDERSTANDING	II.E.1.	Understands concept of "mine" and "his/hers" _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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.E.2.	Approaches other children positively _GOLD®_ Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.4 Uses successful strategies for entering groups**
STANDARD / CONCEPTUAL UNDERSTANDING	II.E.3.	Uses different turn-taking strategies (e.g., bartering, trading, and beginning to share) _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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.E.4.	Uses simple strategies to solve problems, either individually or in a group (e.g., seeks assistance from an adult) _GOLD®_ Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations b. Solves social problems** **Objective 3b.6 Suggest solutions to social problems**
STANDARD / CONCEPTUAL UNDERSTANDING	II.E.5.	Negotiates with other children to solve a problem, with assistance _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**

STANDARD / CONCEPTUAL UNDERSTANDING	II.E.6.	States a position with reasons (e.g., "I do not want to play right now because I am tired") *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
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	II.F.	Adaptive Social Behavior
STANDARD / CONCEPTUAL UNDERSTANDING	II.F.1.	Takes turns and shares with peers, with assistance *GOLD*® Objectives for Development and Learning • Objective **3** Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.3 Emerging to 3a.4 Take turns
STANDARD / CONCEPTUAL UNDERSTANDING	II.F.2.	Asks "why" questions to show effort at understanding effects of behavior (e.g., "If I do this, why does that happen?") *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.F.3.	Demonstrates understanding of the consequences of own actions on others (e.g., "I gave Anna the toy and so she is playing with it now") *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.F.4.	Describes other children's positive, thoughtful, kind behaviors *GOLD*® Objectives for Development and Learning • Objective **2** Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately

STANDARD / CONCEPTUAL UNDERSTANDING	II.F.5.	Shows empathy for physically hurt or emotionally upset child *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
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	II.G.	Adaptive Social Behavior: Group Activities
STANDARD / CONCEPTUAL UNDERSTANDING	II.G.1.	Seeks out other children to play with *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
STANDARD / CONCEPTUAL UNDERSTANDING	II.G.2.	Notices and comments on who is absent from routine group settings (e.g., play groups) No Correlations
STANDARD / CONCEPTUAL UNDERSTANDING	II.G.3.	Identifies self as member of a group (e.g., refers to our family, our school, our team, our culture) *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
STANDARD / CONCEPTUAL UNDERSTANDING	II.G.4.	Uses pretend play to explore, practice, and understand social roles *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
STANDARD / CONCEPTUAL UNDERSTANDING	II.G.5.	Joins a group of other children playing, with adult prompts as needed *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
STANDARD / CONCEPTUAL UNDERSTANDING	II.G.6.	May assign roles to other children during cooperative play *GOLD*® Objectives for Development and Learning • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

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STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	II.H.	Adaptive Social Behavior: Diverse Settings
STANDARD / CONCEPTUAL UNDERSTANDING	II.H.1.	Explores objects and materials, and interacts with others in a variety of group settings _GOLD®_ Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors**
STANDARD / CONCEPTUAL UNDERSTANDING	II.H.2.	Successfully transitions from one activity/setting to the next during the day, with guidance _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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.H.3.	Adjusts behavior to different settings (e.g., home, library, playground) _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**
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	II.I.	Adaptive Social Behavior: Empathy
STANDARD / CONCEPTUAL UNDERSTANDING	II.I.1.	Notices and shows concern for peers' feelings _GOLD®_ Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.4 Demonstrates concern about the feelings of others**
STANDARD / CONCEPTUAL UNDERSTANDING	II.I.2.	Comforts peers when they are hurt or upset, with adult assistance _GOLD®_ Objectives for Development and Learning • Objective **2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.4 Demonstrates concern about the feelings of others**

STANDARD / CONCEPTUAL UNDERSTANDING	II.I.3.	Adopts a variety of roles and feelings during 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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.I.4.	Identifies and responds to the feelings and experiences of the characters in stories *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.I.5.	Expresses how another child might feel (e.g., "I think Tanya is sad because she is crying.") *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**
STANDARD / CONCEPTUAL UNDERSTANDING	II.I.6.	Cares for plants, flowers, and other living things, with guidance *GOLD*® Objectives for Development and Learning • Objective **25 Demonstrates knowledge of the characteristics of living things**
STANDARD / CONCEPTUAL UNDERSTANDING	II.I.7.	Shows concern about fairness within peer 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.4 Takes turns**
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	II.J.	Appreciating Diversity
STANDARD / CONCEPTUAL UNDERSTANDING	II.J.1.	Compares similarities or differences of others (e.g., height, hair color) in his/her circle of contact *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**

STANDARD / CONCEPTUAL UNDERSTANDING	II.J.2.	Develops awareness, knowledge, and appreciation of own gender and cultural identity *GOLD®* Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
STANDARD / CONCEPTUAL UNDERSTANDING	II.J.3.	Identifies gender and other basic similarities and differences between self and others *GOLD®* Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
STANDARD / CONCEPTUAL UNDERSTANDING	II.J.4.	Demonstrates understanding that different individuals have different abilities and information *GOLD®* Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
STANDARD / CONCEPTUAL UNDERSTANDING	II.J.5.	Includes other children in own activities who are of a different gender, ethnic background, who speak other languages, or who have special needs, with guidance *GOLD®* Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
STANDARD / CONCEPTUAL UNDERSTANDING	II.J.6.	Asks questions about others' families, ethnicity, language, cultural heritage, and differences in physical characteristics *GOLD®* Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	II.K.	Self-Concept
STANDARD / CONCEPTUAL UNDERSTANDING	II.K.1.	Describes self by gender, role, and abilities *GOLD®* Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
STANDARD / CONCEPTUAL UNDERSTANDING	II.K.2.	Refers to self by first and last name and uses appropriate pronouns (I, me) rather than referring to self in third person *GOLD®* Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**

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STANDARD / CONCEPTUAL UNDERSTANDING	II.K.3.	Chooses individual activities (e.g., doing puzzles, painting) *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / CONCEPTUAL UNDERSTANDING	II.K.4.	Expresses self in different roles during 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
STANDARD / CONCEPTUAL UNDERSTANDING	II.K.5.	May talk to self and/or engage in conversation with imaginary playmates *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** Objective 11e.4 Uses creativity and imagination during play and routine tasks
STANDARD / CONCEPTUAL UNDERSTANDING	II.K.6.	Describes family members and begins to understand their relationship to one another *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
STRAND / DOMAIN / UNIFYING THEME	NY.II.	**Social and Emotional Development (36 to 60 months)**
CATEGORY / CLUSTER / KEY IDEA	II.L.	**Self-Concept: Abilities and Preferences**
STANDARD / CONCEPTUAL UNDERSTANDING	II.L.1.	Describes own basic physical characteristics *GOLD*® Objectives for Development and Learning • Objective **29 Demonstrates knowledge about self**
STANDARD / CONCEPTUAL UNDERSTANDING	II.L.2.	Exerts will and preferences with actions and increasingly with language *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective 1c.6 Demonstrates confidence in meeting own needs

STANDARD / CONCEPTUAL UNDERSTANDING	II.L.3.	Experiments with own abilities by trying new activities and testing limits *GOLD*® Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / CONCEPTUAL UNDERSTANDING	II.L.4.	Identifies feelings, likes, and dislikes, and begins to be able to explain why he/she has them *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
STRAND / DOMAIN / UNIFYING THEME	**NY.II.**	**Social and Emotional Development (36 to 60 months)**
CATEGORY / CLUSTER / KEY IDEA	**II.M.**	**Self-Efficacy**
STANDARD / CONCEPTUAL UNDERSTANDING	II.M.1.	Expresses delight with mastery of a skill (e.g., "I did 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
STANDARD / CONCEPTUAL UNDERSTANDING	II.M.2.	Asks others to view own creations (e.g., "Look at my picture.") *GOLD*® Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / CONCEPTUAL UNDERSTANDING	II.M.3.	Demonstrates confidence in own abilities (e.g., "I can climb to the top of the big slide!") *GOLD*® Objectives for Development and Learning • Objective **1** Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / CONCEPTUAL UNDERSTANDING	II.M.4.	Expresses own ideas and opinions *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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STANDARD / CONCEPTUAL UNDERSTANDING	II.M.5.	Enjoys process of creating (e.g., drawing, painting, building) *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
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	II.N.	Self-Control
STANDARD / CONCEPTUAL UNDERSTANDING	II.N.1.	Participates in routine activities (e.g., meal time, snack time, naptime) *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / CONCEPTUAL UNDERSTANDING	II.N.2.	Follows simple rules without reminders (e.g., handles toys with care) *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.N.3.	Demonstrates increasing ability to use materials purposefully, safely, and respectfully *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STANDARD / CONCEPTUAL UNDERSTANDING	II.N.4.	Adapts to changes in daily schedule *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
STANDARD / CONCEPTUAL UNDERSTANDING	II.N.5.	Predicts what comes next in the day, when there is an established and consistent schedule *GOLD*® Objectives for Development and Learning • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support

STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	II.O.	Self-Control: Feelings and Impulses
STANDARD / CONCEPTUAL UNDERSTANDING	II.O.1.	Expresses strong emotions in appropriate ways, at times with assistance *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors a. Manages feelings** Objective **1a.7 Emerging to 1a.8 Controls strong emotions in an appropriate manner most of the time**
STANDARD / CONCEPTUAL UNDERSTANDING	II.O.2.	Expresses ownership of feelings and desire to control self, with assistance *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors a. Manages feelings** Objective **1a.6 Is able to look at a situation differently or delay gratification**
STANDARD / CONCEPTUAL UNDERSTANDING	II.O.3.	Calms self after having strong emotions, with guidance (e.g., goes to quiet area or requests favorite book to be read when upset) *GOLD*® Objectives for Development and Learning • Objective **1 Regulates own emotions and behaviors a. Manages feelings** Objective **1a.6 Is able to look at a situation differently or delay gratification**
STANDARD / CONCEPTUAL UNDERSTANDING	II.O.4.	Waits for turn during group activities, sometimes *GOLD*® Objectives for Development and Learning • Objective **3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** Objective **3a.3 Emerging to 3a.4 Take turns**
STANDARD / CONCEPTUAL UNDERSTANDING	II.O.5.	Sticks with difficult tasks and demonstrates increasing ability to deal with frustration *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**
STRAND / DOMAIN / UNIFYING THEME	NY.II.	Social and Emotional Development (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	II.P.	Emotional Expression
STANDARD / CONCEPTUAL UNDERSTANDING	II.P.1.	Names and talks about own emotions *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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STANDARD / CONCEPTUAL UNDERSTANDING	II.P.2.	Uses pretend play to understand and respond to emotions *GOLD*® Objectives for Development and Learning • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
STANDARD / CONCEPTUAL UNDERSTANDING	II.P.3.	Associates emotions with words and facial expressions *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately
STANDARD / CONCEPTUAL UNDERSTANDING	II.P.4.	Uses humor to entertain and make others laugh No Correlations
STRAND / DOMAIN / UNIFYING THEME	NY.III.	Approaches to Learning (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	III.A.	Curiosity and Interest
STANDARD / CONCEPTUAL UNDERSTANDING	III.A.1.	Asks others for information (e.g., "What is that?" "Why is the moon round?") *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
STANDARD / CONCEPTUAL UNDERSTANDING	III.A.2.	Investigates and experiments with materials *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
STANDARD / CONCEPTUAL UNDERSTANDING	III.A.3.	Shows interest in how and why others do things *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

STANDARD / CONCEPTUAL UNDERSTANDING	III.A.4.	Uses "Why" to get information about how his/her world works _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**
STANDARD / CONCEPTUAL UNDERSTANDING	III.A.5.	Develops personal interests (e.g., trains, farm animals) _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**
STRAND / DOMAIN / UNIFYING THEME	NY.III.	Approaches to Learning (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	III.B.	Initiative
STANDARD / CONCEPTUAL UNDERSTANDING	III.B.1.	Asks others to join in play _GOLD® Objectives for Development and Learning_ • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** Objective **2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children**
STANDARD / CONCEPTUAL UNDERSTANDING	III.B.2.	Joins a play activity already in progress, with assistance _GOLD® Objectives for Development and Learning_ • Objective **2 Establishes and sustains positive relationships c. Interacts with peers** Objective **2c.3 Emerging to 2c.4 Uses successful strategies for entering groups**
STANDARD / CONCEPTUAL UNDERSTANDING	III.B.3.	Selects new activities during play time (e.g., selects characters for dress-up) _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**
STANDARD / CONCEPTUAL UNDERSTANDING	III.B.4.	Offers to help with chores (e.g., sweeping sand from the floor, helping clean up spilled juice) _GOLD® Objectives for Development and Learning_ • Objective **1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** Objective **1c.6 Demonstrates confidence in meeting own needs**

STANDARD / CONCEPTUAL UNDERSTANDING	III.B.5.	Finds and uses materials to follow through on an idea (e.g., blocks for building a tower) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	III.B.6.	Makes decisions about what activity or materials to work with from selection offered *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**
STRAND / DOMAIN / UNIFYING THEME	NY.III.	Approaches to Learning (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	III.C.	Persistence and Attentiveness
STANDARD / CONCEPTUAL UNDERSTANDING	III.C.1.	Focuses on tasks of interest to him/her *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
STANDARD / CONCEPTUAL UNDERSTANDING	III.C.2.	Remains engaged in an activity for at least 5 to 10 minutes, at times *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
STANDARD / CONCEPTUAL UNDERSTANDING	III.C.3.	Completes favorite tasks over and over again *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
STANDARD / CONCEPTUAL UNDERSTANDING	III.C.4.	Persists in trying to complete a task after previous attempts have failed (e.g., complete a puzzle, build a tower) *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

STANDARD / CONCEPTUAL UNDERSTANDING	III.C.5.	Uses at least two different strategies to 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
STANDARD / CONCEPTUAL UNDERSTANDING	III.C.6.	Participates in meal time with few distractions *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
STRAND / DOMAIN / UNIFYING THEME	NY.III.	Approaches to Learning (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	III.D.	Creativity and Inventiveness
STANDARD / CONCEPTUAL UNDERSTANDING	III.D.1.	Invents new activities or games *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
STANDARD / CONCEPTUAL UNDERSTANDING	III.D.2.	Creates acceptable rules for group activities *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
STANDARD / CONCEPTUAL UNDERSTANDING	III.D.3.	Makes up words, songs, or stories *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
STANDARD / CONCEPTUAL UNDERSTANDING	III.D.4.	Expresses ideas through art, construction, movement, or music *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

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STANDARD / CONCEPTUAL UNDERSTANDING	III.D.5.	Engages in extensive pretend play (e.g., plays "house" or "explorers") *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
STRAND / DOMAIN / UNIFYING THEME	NY.III.	Approaches to Learning (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	III.E.	Reflection and Interpretation
STANDARD / CONCEPTUAL UNDERSTANDING	III.E.1.	Tells others about events that happened in the past *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
STANDARD / CONCEPTUAL UNDERSTANDING	III.E.2.	Represents things in environment with available materials, moving from simple to complex representations (e.g., recreates picture of a house, bridge, road with blocks) *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
STANDARD / CONCEPTUAL UNDERSTANDING	III.E.3.	Thinks out loud and talks through a situation *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
STANDARD / CONCEPTUAL UNDERSTANDING	III.E.4.	Works out problems mentally rather than through trial and error *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
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	IV.A.	Causation: Children demonstrate awareness of cause and effect

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STANDARD / CONCEPTUAL UNDERSTANDING	IV.A.1.	Identifies objects that influence or affect other objects (e.g., "The food coloring makes the water blue.") *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.A.2.	Asks "why" questions to show effort at understanding causation (e.g., "If I do this, why does that happen?") *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.A.3.	Explains the effects that simple actions may have on objects (e.g., "It will be dark when you turn off the light.") *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** Objective **11d.4 Explores and investigates ways to make something happen**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.A.4.	Recognizes which element of an object causes the effect in simple relationships (e.g., the beads inside the box make the noise) *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**
STRAND / DOMAIN / UNIFYING THEME	**NY.IV.**	**Cognition and General Knowledge (36 to 60 months)**
CATEGORY / CLUSTER / KEY IDEA	**IV.B.**	**Critical and Analytic Thinking: Children compare, contrast, examine, and evaluate experiences, tasks, and events**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.B.1.	Shows understanding of concepts of same and different **No Correlations**

STANDARD / CONCEPTUAL UNDERSTANDING	IV.B.2.	Recognizes and labels aspects of an event (e.g., long, fun) *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
STANDARD / CONCEPTUAL UNDERSTANDING	IV.B.3.	Compares experiences, with adult assistance (e.g., recalls and compares play times with different children) *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
STANDARD / CONCEPTUAL UNDERSTANDING	IV.B.4.	Explains simple benefits and/or drawbacks of choosing one course of action, with assistance *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
STANDARD / CONCEPTUAL UNDERSTANDING	IV.B.5.	Organizes objects by more than one pre-selected characteristic (e.g., crayons and markers by color and type of implement) *GOLD®* Objectives for Development and Learning • Objective 13 Uses classification skills Objective 13.8 Groups similar objects by more than one characteristic at the same time; switches sorting rules when asked and explains the reasons
STANDARD / CONCEPTUAL UNDERSTANDING	IV.B.6.	Uses comparative words (e.g., "Now the music is faster.") *GOLD®* Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
STANDARD / CONCEPTUAL UNDERSTANDING	IV.B.7.	Uses actions or words to justify choices **No Correlations**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	IV.C.	Critical and Analytic Thinking: Children use past knowledge to build new knowledge

STANDARD / CONCEPTUAL UNDERSTANDING	IV.C.1.	Applies new information or vocabulary to an activity _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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.C.2.	Uses information gained through one modality and applies it to new context via another modality (e.g., tries to build a tower of blocks like the one seen in a book) _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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.C.3.	Generates a strategy based on one learning event and extends it to a new learning opportunity (e.g., learns that mixing red and yellow paint makes orange, later tries coloring yellow crayon over red crayon) _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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.C.4.	Labels that a person's apparel is based on the weather outside (e.g., "Wearing a sweater means it is cold outside.") _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**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	**Cognition and General Knowledge (36 to 60 months)**
CATEGORY / CLUSTER / KEY IDEA	IV.D.	**Problem-Solving: Children find multiple solutions to questions, tasks, problems, and challenges**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.D.1.	Explores various ways to solve a problem and selects one option _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**

STANDARD / CONCEPTUAL UNDERSTANDING	IV.D.2.	Seeks assistance from another child or an adult to solve problems _GOLD®_ Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
STANDARD / CONCEPTUAL UNDERSTANDING	IV.D.3.	Modifies actions based on new information and experiences (e.g., changes block structure when the tower continues to fall) _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
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	IV.E.	Representational Thought: Children use symbols to represent objects
STANDARD / CONCEPTUAL UNDERSTANDING	IV.E.1.	Provides more complex description of a person or object that is not present (e.g., child describes that the dog is black, soft, and runs around; child gestures to show how big) _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
STANDARD / CONCEPTUAL UNDERSTANDING	IV.E.2.	Uses symbols or pictures as representation for oral language _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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.E.3.	Uses objects to represent real items in make-believe 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

STANDARD / CONCEPTUAL UNDERSTANDING	IV.E.4.	Recognizes objects, places, and ideas by symbols (e.g., recognizes which is the men's room and which is the women's room by looking at the stick figure symbols) **No Correlations**
STRAND / DOMAIN / UNIFYING THEME	**NY.IV.**	**Cognition and General Knowledge (36 to 60 months)**
CATEGORY / CLUSTER / KEY IDEA	**IV.F.**	**Representational Thought: Children distinguish between fantasy and reality**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.F.1.	Takes on pretend roles and situations, using the appropriate language, tone, and movements (e.g., pretends to be a baby, crawling on the floor and making baby sounds) _GOLD_® Objectives for Development and Learning • Objective **14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** Objective **14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.F.2.	Engages in complex make-believe play (e.g., theme-oriented play that involves multiple characters and settings) _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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.F.3.	Makes connections between characters in books or movies, with people in real-life _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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.F.4.	Questions if characters in books and movies are real or not _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**
STRAND / DOMAIN / UNIFYING THEME	**NY.IV.**	**Cognition and General Knowledge (36 to 60 months)**
CATEGORY / CLUSTER / KEY IDEA	**IV.G.**	**Number and Sense Operations: Children demonstrate knowledge of numbers and counting**

STANDARD / CONCEPTUAL UNDERSTANDING	IV.G.1.	Names some numerals *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations c. Connects numerals with their quantities** **Objective 20c.2 Recognizes and names a few numerals**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.G.2.	Recognizes that a single object is "one" regardless of size, shape, or other attributes *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.G.3.	Understands that numbers represent quantity (e.g., gets three apples out of the box) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.G.4.	Applies numbers and counting concepts to daily life (e.g., counts number of children who have raised their hand) *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations a. Counts** **Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.G.5.	Differentiates some letters from numerals *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations c. Connects numerals with their quantities** **Objective 20c.2 Recognizes and names a few numerals**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.G.6.	Recognizes, names, and writes some numerals *GOLD*® Objectives for Development and Learning • Objective **20 Uses number concepts and operations c. Connects numerals with their quantities** **Objective 20c.2 Recognizes and names a few numerals**

STANDARD / CONCEPTUAL UNDERSTANDING	IV.G.7.	Counts to at least 20 from memory ***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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.G.8.	Counts at least five objects in one-to-one correspondence, without assistance (e.g., places one plate at each chair when setting table) ***GOLD® Objectives for Development and Learning*** • Objective **20 Uses number concepts and operations a. Counts** Objective **20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.G.9.	Increasing understanding of duration of time (e.g., "all the time," "all day") ***GOLD® Objectives for Development and Learning*** • Objective **22 Compares and measures b. Measures time and money** Objective **22b.4 Relates time to daily routines and schedule**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.G.10.	Begins to recognize and identify coins to count money (e.g., penny, nickel, dime, quarter) ***GOLD® Objectives for Development and Learning*** • Objective **22 Compares and measures b. Measures time and mone** Objective **22b.7 Emerging to 22b.8 Tells and writes time in hours and half-hours using both analog and digital clocks; makes amounts using pennies (P), nickels (N), and dimes (D)**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.G.11.	Uses numbers to predict and make realistic guesses (e.g., "I think there are about 20 marbles in that jar.") ***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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.G.12.	Tells what number comes before or after a given number up to ten ***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**
STRAND / DOMAIN / UNIFYING THEME	**NY.IV.**	**Cognition and General Knowledge (36 to 60 months)**

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CATEGORY / CLUSTER / KEY IDEA	IV.H.	Measurement: Children demonstrate knowledge of size, volume, height, weight, and length
STANDARD / CONCEPTUAL UNDERSTANDING	IV.H.1.	Uses activities that explore and develop vocabulary for length and weight *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
STANDARD / CONCEPTUAL UNDERSTANDING	IV.H.2.	Uses measuring tools in play activities (e.g., measuring tape, measuring cups) *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
STANDARD / CONCEPTUAL UNDERSTANDING	IV.H.3.	Estimates size (e.g., "I'm as tall as the yellow bookshelf.") *GOLD*® Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
STANDARD / CONCEPTUAL UNDERSTANDING	IV.H.4.	Labels objects using size words *GOLD*® Objectives for Development and Learning • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	IV.I.	Properties of Ordering: Children identify and label shapes
STANDARD / CONCEPTUAL UNDERSTANDING	IV.I.1.	Identifies and labels different kinds of two-dimensional shapes (e.g., circle, rectangle, triangle) *GOLD*® Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)

STANDARD / CONCEPTUAL UNDERSTANDING	IV.I.2.	**Compares shape and size of objects** *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)** • Objective **22 Compares and measures a. Measures objects** Objective **22a.2 Makes simple comparisons between two objects**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.I.3.	**Creates, builds, or draws shapes** *GOLD*® Objectives for Development and Learning • Objective **21 Explores and describes spatial relationships and shapes b. Understands shapes** Objective **21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.I.4.	**Recognizes non-geometrical shapes in nature (e.g., clouds or other things that are not circles, squares, triangles)** *GOLD*® Objectives for Development and Learning • Objective **21 Explores and describes spatial relationships and shapes b. Understands shapes** Objective **21b.4 Identifies a few basic shapes (circle, square, triangle)**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.I.5.	**Orders shapes from smallest to largest (e.g., orders various circle sizes)** *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**
STRAND / DOMAIN / UNIFYING THEME	**NY.IV.**	**Cognition and General Knowledge (36 to 60 months)**
CATEGORY / CLUSTER / KEY IDEA	**IV.J.**	**Properties of Ordering: Children sort, classify, and organize objects**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.J.1.	**Orders several objects on the basis of one or more characteristics through trial and error (e.g., puts 4 blocks of same color in a row from smallest to largest)** *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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STANDARD / CONCEPTUAL UNDERSTANDING	IV.J.2.	Creates own patterns with a variety of materials *GOLD*® Objectives for Development and Learning • Objective **23 Demonstrates knowledge of patterns** **Objective 23.6 Extends and creates simple repeating patterns**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.J.3.	Classifies everyday objects that go together (e.g., shoe/sock, pencil/paper, comb/brush) *GOLD*® Objectives for Development and Learning • Objective **13 Uses classification skills** **Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.J.4.	Places objects in specific position (e.g., first, second, third) *GOLD*® Objectives for Development and Learning • Objective **22 Compares and measures c. Represents and analyzes data** **Objective 22c.2 Knows a few ordinal numbers**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	IV.K.	Scientific Thinking: Children collect information through observation and manipulation
STANDARD / CONCEPTUAL UNDERSTANDING	IV.K.1.	Identifies and distinguishes between senses (e.g., tastes, sounds, textures) *GOLD*® Objectives for Development and Learning • Objective **24 Uses scientific inquiry skills**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.K.2.	Uses nonstandard tools (e.g., blocks, paper tubes) to explore the environment *GOLD*® Objectives for Development and Learning • Objective **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.4 Explores and investigates ways to make something happen**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.K.3.	Uses standard tools (e.g., magnets, magnifying glass) to explore the environment *GOLD*® Objectives for Development and Learning • Objective **28 Uses tools and other technology to perform tasks**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.K.4.	Participates in experiments provided by adults and describes observations (e.g., mixing ingredients to bake a cake) *GOLD*® Objectives for Development and Learning • Objective **24 Uses scientific inquiry skills**

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STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	IV.L.	Scientific thinking: Children engage in exploring the natural world by manipulating objects, asking questions, making predictions, and developing generalizations
STANDARD / CONCEPTUAL UNDERSTANDING	IV.L.1.	Asks questions and finds answers through active exploration *GOLD*® Objectives for Development and Learning • Objective **24 Uses scientific inquiry skills**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.L.2.	Records information from an experience (e.g., drawing, storytelling, writing, photographing) *GOLD*® Objectives for Development and Learning • Objective **24 Uses scientific inquiry skills**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.L.3.	Makes predictions and develops generalizations based on past experiences *GOLD*® Objectives for Development and Learning • Objective **24 Uses scientific inquiry skills**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.L.4.	Uses vocabulary that shows recognition of scientific principles to explain why things happen (e.g., uses words such as sink, float, melt, freeze) *GOLD*® Objectives for Development and Learning • Objective **24 Uses scientific inquiry skills**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	IV.M.	Scientific Knowledge: Children observe and describe characteristics of living things
STANDARD / CONCEPTUAL UNDERSTANDING	IV.M.1.	Identifies things as living or non-living based on their characteristics (e.g., breathes, moves, grows) *GOLD*® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things • Objective **26 Demonstrates knowledge of the physical properties of objects and materials**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.M.2.	Describes characteristics of plants, animals, and people (e.g., "That tree grew really tall!") *GOLD*® Objectives for Development and Learning • Objective **25 Demonstrates knowledge of the characteristics of living things**

STANDARD / CONCEPTUAL UNDERSTANDING	IV.M.3.	Notices similarities, differences, and categories of plants and animals *GOLD*® Objectives for Development and Learning • Objective **25 Demonstrates knowledge of the characteristics of living things**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.M.4.	Demonstrates understanding of changes in the appearance, behavior, and habitats of living things (e.g., plants, spider webs) *GOLD*® Objectives for Development and Learning • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD / CONCEPTUAL UNDERSTANDING	IV.M.5.	Asks questions about growth and change in plants and animals *GOLD*® Objectives for Development and Learning • Objective **25 Demonstrates knowledge of the characteristics of living things**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.M.6.	Demonstrates understanding of how things grow and change *GOLD*® Objectives for Development and Learning • Objective **25 Demonstrates knowledge of the characteristics of living things**
STRAND / DOMAIN / UNIFYING THEME	**NY.IV.**	**Cognition and General Knowledge (36 to 60 months)**
CATEGORY / CLUSTER / KEY IDEA	**IV.N.**	**Scientific Knowledge: Children observe and describe characteristics of the earth**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.N.1.	Investigates properties of rocks, dirt, and water *GOLD*® Objectives for Development and Learning • Objective **27 Demonstrates knowledge of Earth's environment**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.N.2.	Recognizes and provides simple descriptions of the states of matter (e.g., Water is wet.") *GOLD*® Objectives for Development and Learning • Objective **27 Demonstrates knowledge of Earth's environment**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.N.3.	Makes simple observations of the characteristics and movement of sun, moon, stars, and clouds *GOLD*® Objectives for Development and Learning • Objective **27 Demonstrates knowledge of Earth's environment**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.N.4.	Discusses changes in the weather and seasons, using common weather-related vocabulary (e.g., rainy, sunny, windy) *GOLD*® Objectives for Development and Learning • Objective **27 Demonstrates knowledge of Earth's environment**

STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	IV.O.	History: Children demonstrate knowledge of past events and awareness of how they may influence the present and future
STANDARD / CONCEPTUAL UNDERSTANDING	IV.O.1.	Retells a simple story or event in roughly sequential order 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
STANDARD / CONCEPTUAL UNDERSTANDING	IV.O.2.	Uses time-related words and concepts (e.g., first/last, morning/night, yesterday/today), though not always accurately GOLD® Objectives for Development and Learning • Objective 31 Explores change related to familiar people or places
STANDARD / CONCEPTUAL UNDERSTANDING	IV.O.3.	Gives simple accounts of what happened that day 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
STANDARD / CONCEPTUAL UNDERSTANDING	IV.O.4.	Establishes causal patterns between past, present, and future events, with assistance GOLD® Objectives for Development and Learning • Objective 31 Explores change related to familiar people or places
STANDARD / CONCEPTUAL UNDERSTANDING	IV.O.5.	Uses phrases that suggest awareness of the past (e.g., "When I was a baby...") GOLD® Objectives for Development and Learning • Objective 31 Explores change related to familiar people or places
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	IV.P.	Geography: Children demonstrate awareness of location and spatial relationships
STANDARD / CONCEPTUAL UNDERSTANDING	IV.P.1.	Uses words to indicate direction, position, and size, not always accurately GOLD® Objectives for Development and Learning • Objective 32 Demonstrates simple geographic knowledge

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STANDARD / CONCEPTUAL UNDERSTANDING	IV.P.2.	Creates representations of locations and space during play (e.g., builds steep mountain road in sandbox) _GOLD®_ Objectives for Development and Learning • Objective **32 Demonstrates simple geographic knowledge**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.P.3.	Names street, neighborhood, city or town where he/she lives _GOLD®_ Objectives for Development and Learning • Objective **32 Demonstrates simple geographic knowledge**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.P.4.	Understands physical relationships (e.g., on/under, inside/outside) _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**
STRAND / DOMAIN / UNIFYING THEME	**NY.IV.**	**Cognition and General Knowledge (36 to 60 months)**
CATEGORY / CLUSTER / KEY IDEA	**IV.Q.**	**Geography: Children demonstrate knowledge of the relationship between people, places, and regions**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Q.1.	Matches objects to their usual geographic locations (e.g., stove in the kitchen, bed in the bedroom, tree in the park) _GOLD®_ Objectives for Development and Learning • Objective **32 Demonstrates simple geographic knowledge**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Q.2.	Develops awareness of some characteristics of own geographic region (e.g., "It rains/snows here a lot.") _GOLD®_ Objectives for Development and Learning • Objective **32 Demonstrates simple geographic knowledge**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Q.3.	Recognizes where he/she is while traveling in familiar areas, most of the time _GOLD®_ Objectives for Development and Learning • Objective **32 Demonstrates simple geographic knowledge**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Q.4.	Recognizes that roads have signs or names and houses and apartments have numbers to help identify locations _GOLD®_ Objectives for Development and Learning • Objective **32 Demonstrates simple geographic knowledge**

STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	IV.R.	Economics: Children demonstrate knowledge of various occupations related to trade and currency
STANDARD / CONCEPTUAL UNDERSTANDING	IV.R.1.	Demonstrates awareness of money being needed to purchase goods and services *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.R.2.	Plays store or restaurant with play or real money, receipts, credit cards, telephones *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.R.3.	Demonstrates understanding that coins of different sizes and colors have different names *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.R.4.	Talks about what wants to be when he/she grows up *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.R.5.	Demonstrates understanding of sharing and interdependence *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**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	IV.S.	Ecology: Children demonstrate awareness of the relationship between humans and the environment
STANDARD / CONCEPTUAL UNDERSTANDING	IV.S.1.	Shows awareness of environment by noticing features of own home and other familiar places (e.g., recounts how water flowed over the road on the way to store) *GOLD*® Objectives for Development and Learning • Objective **27 Demonstrates knowledge of Earth's environment**

STANDARD / CONCEPTUAL UNDERSTANDING	IV.S.2.	Recognizes things that do not belong in the environment (e.g., litter) *GOLD*® Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD / CONCEPTUAL UNDERSTANDING	IV.S.3.	Participates in protecting equipment and materials from weather or other natural phenomena *GOLD*® Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD / CONCEPTUAL UNDERSTANDING	IV.S.4.	Helps to sort cans, bottles, and paper into the proper recycling containers, where available *GOLD*® Objectives for Development and Learning • Objective 27 Demonstrates knowledge of Earth's environment
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	IV.T.	Technology: Children demonstrate understanding and use of technology in their surroundings
STANDARD / CONCEPTUAL UNDERSTANDING	IV.T.1.	Communicates with family members or other familiar people using telephone or other communicative device, with assistance *GOLD*® Objectives for Development and Learning • Objective **28 Uses tools and other technology to perform tasks**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.T.2.	Describes stories, images, or sounds experienced with technology (e.g., music on CD player, program on television, story heard on tape) *GOLD*® Objectives for Development and Learning • Objective **28 Uses tools and other technology to perform tasks**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.T.3.	Uses accurate vocabulary to identify technology (e.g., camera, computer, printer, television) *GOLD*® Objectives for Development and Learning • Objective **28 Uses tools and other technology to perform tasks**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	IV.U.	Family: Children demonstration awareness and understanding of family

STANDARD / CONCEPTUAL UNDERSTANDING	IV.U.1.	Describes family members and begins to understand simple relationships to one another (e.g., "Marika is my sister.") *GOLD*® Objectives for Development and Learning • Objective **29** Demonstrates knowledge about self
STANDARD / CONCEPTUAL UNDERSTANDING	IV.U.2.	Talks about grandparents or other family members and discusses how they look the same and/or different from children *GOLD*® Objectives for Development and Learning • Objective **29** Demonstrates knowledge about self
STANDARD / CONCEPTUAL UNDERSTANDING	IV.U.3.	Identifies self as a member of a specific family and cultural group *GOLD*® Objectives for Development and Learning • Objective **29** Demonstrates knowledge about self
STANDARD / CONCEPTUAL UNDERSTANDING	IV.U.4.	Adopts the roles of different family members during dramatic play *GOLD*® Objectives for Development and Learning • Objective **29** Demonstrates knowledge about self
STANDARD / CONCEPTUAL UNDERSTANDING	IV.U.5.	Enjoys being told stories about family routines and stories with family members as the "characters" *GOLD*® Objectives for Development and Learning • Objective **29** Demonstrates knowledge about self
STANDARD / CONCEPTUAL UNDERSTANDING	IV.U.6.	Draws a family portrait *GOLD*® Objectives for Development and Learning • Objective **29** Demonstrates knowledge about self
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	IV.V.	Community: Children demonstrate awareness of their community, human interdependence, and social roles
STANDARD / CONCEPTUAL UNDERSTANDING	IV.V.1.	Identifies people by characteristics other than name, when asked *GOLD*® Objectives for Development and Learning • Objective **30** Shows basic understanding of people and how they live

STANDARD / CONCEPTUAL UNDERSTANDING	IV.V.2.	Names a parent's job (e.g., nurse, plumber, farmer), but may not know what parent actually does at the job *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.V.3.	Recognizes some community workers and increases awareness of their jobs *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.V.4.	Pretends to be different community workers during play (e.g., grocery store clerk, construction worker, doctor, shoe salesperson) *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.V.5.	Recognizes that people have different communities (e.g., family, neighborhood, school, faith-based community, job) *GOLD*® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	**Cognition and General Knowledge (36 to 60 months)**
CATEGORY / CLUSTER / KEY IDEA	IV.W.	**Community: Children demonstrate civic responsibility**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.W.1.	Shows awareness of group rules (e.g., waits before painting because the easels are full) *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.W.2.	Helps to make rules for free choice play (e.g., "Only 4 people at the sand table.") *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.W.3.	Follows rules while playing games and reminds others of the rules *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**

STANDARD / CONCEPTUAL UNDERSTANDING	IV.W.4.	Responds to another child's needs by sometimes giving and 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.2 Responds appropriately to others' expressions of wants**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.W.5.	Notices if another child is missing an essential article to participate in the group (e.g., other child does not have crayons to draw with) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.W.6.	Invites other children to join groups or other activities *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**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	**Cognition and General Knowledge (36 to 60 months)**
CATEGORY / CLUSTER / KEY IDEA	IV.X.	**Culture: Children demonstrate awareness and appreciation of their own and others' culture**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.X.1.	Asks questions about other children's appearance and behavior *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.X.2.	Asks questions about similarities and differences in other people (e.g., language, hair styles, clothing) *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.X.3.	Shows respect for similarities and differences (e.g., does not laugh at somebody who is different) *GOLD*® Objectives for Development and Learning • Objective **30 Shows basic understanding of people and how they live**

STANDARD / CONCEPTUAL UNDERSTANDING	IV.X.4.	Begins to develop awareness, knowledge, and appreciation of own culture _GOLD_® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
STANDARD / CONCEPTUAL UNDERSTANDING	IV.X.5.	Recognizes and celebrates similarities and differences between people of different cultures in his/her circle of contact _GOLD_® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	IV.Y.	Expression and Representation: Children use creative arts to express and represent what they know, think, believe, or feel
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Y.1.	Participates in music experiences (e.g., singing, finger plays, chants, musical instruments) _GOLD_® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Y.2.	Remembers the words to a song that is sung often in the classroom _GOLD_® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Y.3.	Asks to sing a particular song _GOLD_® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Y.4.	Participates freely in dramatic play activities (e.g., pantomimes movement of familiar things, acts out stories, re-enacts events from his/her own life) _GOLD_® Objectives for Development and Learning • Objective 36 Explores drama through actions and language
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Y.5.	Tries one type of art many times (e.g., painting at easel several days in a row, using different colors, or covering the whole paper with paint) _GOLD_® Objectives for Development and Learning • Objective **33 Explores the visual arts**

STANDARD / CONCEPTUAL UNDERSTANDING	IV.Y.6.	Performs simple elements of drama (e.g., audience, actors, stage) *GOLD®* **Objectives for Development and Learning** • **Objective 36 Explores drama through actions and language**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Y.7.	Pretends to be on stage and use a microphone *GOLD®* **Objectives for Development and Learning** • **Objective 36 Explores drama through actions and language**
STRAND / DOMAIN / UNIFYING THEME	NY.IV.	Cognition and General Knowledge (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	IV.Z.	Understanding and Appreciation: Children demonstrate understanding and appreciation of the creative arts
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Z.1.	Watches other children dance, then tries to mimic the dance steps *GOLD®* **Objectives for Development and Learning** • **Objective 35 Explores dance and movement concepts**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Z.2.	Listens attentively at a children's concert, play, or puppet show *GOLD®* **Objectives for Development and Learning** • **Objective 36 Explores drama through actions and language**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Z.3.	Hums or moves to the rhythm of recorded music *GOLD®* **Objectives for Development and Learning** • **Objective 35 Explores dance and movement concepts**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Z.4.	Shares various forms of art found in own environment *GOLD®* **Objectives for Development and Learning** • **Objective 33 Explores the visual arts**
STANDARD / CONCEPTUAL UNDERSTANDING	IV.Z.5.	Wonders about or asks questions about works of art, paintings, songs, dance, and theatre *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**
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	V.A.	Dual Language Acquisition

STANDARD / CONCEPTUAL UNDERSTANDING	V.A.1.	Demonstrates understanding that there are languages other than the home language (e.g., identifies sentence spoken in home language in comparison to one spoken in English) *GOLD*® Objectives for Development and Learning • Objective **37 Demonstrates progress in listening to and understanding English** Objective **37.2 Observes others as they converse in English during play or other small group experiences; may engage in similar activities by imitating behavior; attends to oral use of English**
STANDARD / CONCEPTUAL UNDERSTANDING	V.A.2.	Relies on nonverbal cues to communicate in English, but does not rely on nonverbal cues to communicate in home language *GOLD*® Objectives for Development and Learning • Objective **38 Demonstrates progress in speaking English** Objective **38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea**
STANDARD / CONCEPTUAL UNDERSTANDING	V.A.3.	Focuses on the meaning of words rather than grammar in acquiring spoken English language competency *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.A.4.	Follows linguistic rules of home language and constructs own rules for English *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.A.5.	Uses sentences in home language and begins to use single word or telegraphic speech in English to communicate *GOLD*® Objectives for Development and Learning • Objective **38 Demonstrates progress in speaking English** Objective **38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea**

STANDARD / CONCEPTUAL UNDERSTANDING	V.A.6.	If bilingual, adjusts language and communication form used according to person with whom he/she is speaking *GOLD*® Objectives for Development and Learning • Objective **10 Uses appropriate conversational and other communication skills b. Uses social rules of language** Objective **10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders**
STRAND / DOMAIN / UNIFYING THEME	**NY.V.**	**Language, Communication, and Literacy (36 to 60 months)**
CATEGORY / CLUSTER / KEY IDEA	**V.B.**	**Receptive Vocabulary**
STANDARD / CONCEPTUAL UNDERSTANDING	V.B.1.	Responds appropriately to a request (e.g., "Bring me the green towel.") *GOLD*® Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language b. Follows directions** Objective **8b.4 Follows simple requests not accompanied by gestures**
STANDARD / CONCEPTUAL UNDERSTANDING	V.B.2.	Has a receptive vocabulary of several hundred words in home language *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**
STRAND / DOMAIN / UNIFYING THEME	**NY.V.**	**Language, Communication, and Literacy (36 to 60 months)**
CATEGORY / CLUSTER / KEY IDEA	**V.C.**	**Expressive Vocabulary**
STANDARD / CONCEPTUAL UNDERSTANDING	V.C.1.	Uses new vocabulary in spontaneous speech *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.6 Describes and tells the use of many familiar items**

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STANDARD / CONCEPTUAL UNDERSTANDING	V.C.2.	Asks the meaning of unfamiliar words and then experiments with using them _GOLD®_ Objectives for Development and Learning • Objective **9** Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.7 Emerging to 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
STANDARD / CONCEPTUAL UNDERSTANDING	V.C.3.	Uses words to further describe actions or adjectives (e.g., "running fast" or "playing well") _GOLD®_ Objectives for Development and Learning • Objective **9** Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
STANDARD / CONCEPTUAL UNDERSTANDING	V.C.4.	Uses multiple words to explain ideas (e.g., when talking about primary caregiver says "mother/father" and/or "parent") _GOLD®_ Objectives for Development and Learning • Objective **9** Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
STANDARD / CONCEPTUAL UNDERSTANDING	V.C.5.	Uses words to express emotions (e.g., happy, sad, tired, scared) _GOLD®_ Objectives for Development and Learning • Objective **9** Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items
STANDARD / CONCEPTUAL UNDERSTANDING	V.C.6.	Recites songs, finger plays, and rhymes; tells stories _GOLD®_ Objectives for Development and Learning • Objective **9** Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details

STANDARD / CONCEPTUAL UNDERSTANDING	V.C.7.	Vocabulary of 1500 words or more *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective **9a.6 Describes and tells the use of many familiar items**
STANDARD / CONCEPTUAL UNDERSTANDING	V.C.8.	Produces sentences with five to seven words *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** Objective **9c.7 Emerging to 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)**
STANDARD / CONCEPTUAL UNDERSTANDING	V.C.9.	Speech is entirely intelligible *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs b. Speaks clearly** Objective **9b.8 Pronounces multisyllabic or unusual words correctly; speaks audibly**
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	V.D.	Grammar and Syntax
STANDARD / CONCEPTUAL UNDERSTANDING	V.D.1.	Talks in sentences with five to seven words to describe people, places, events *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs d. Tells about another time or place** Objective **9d.6 Tells stories about other times and places that have a logical order and that include major details**
STANDARD / CONCEPTUAL UNDERSTANDING	V.D.2.	Uses more complex grammar and parts of speech *GOLD*® Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** Objective **9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)**

STANDARD / CONCEPTUAL UNDERSTANDING	V.D.3.	Describes a task, project, and/or event sequentially in three or more sentences _GOLD®_ Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs d. Tells about another time or place** Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details
STANDARD / CONCEPTUAL UNDERSTANDING	V.D.4.	Asks questions for information/clarification _GOLD®_ Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** Objective 9a.6 Describes and tells the use of many familiar items
STANDARD / CONCEPTUAL UNDERSTANDING	V.D.5.	Uses prepositions in everyday language, sometimes needing assistance (e.g., at, in, under) _GOLD®_ Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** Objective 9c.6 Uses complete, four- to six-word sentences
STANDARD / CONCEPTUAL UNDERSTANDING	V.D.6.	Uses possessions consistently (e.g., his, hers, their) _GOLD®_ Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** Objective 9c.6 Uses complete, four- to six-word sentences
STANDARD / CONCEPTUAL UNDERSTANDING	V.D.7.	Uses past tense of irregular verbs consistently (e.g., went, caught) _GOLD®_ Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** Objective 9c.6 Uses complete, four- to six-word sentences
STANDARD / CONCEPTUAL UNDERSTANDING	V.D.8.	Uses past tense for regular verbs consistently (e.g., jumped, washed) _GOLD®_ Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** Objective 9c.6 Uses complete, four- to six-word sentences

STANDARD / CONCEPTUAL UNDERSTANDING	V.D.9.	May generalize grammar rules (e.g., plurals – says "deers" and "mouses") *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
STRAND / DOMAIN / UNIFYING THEME	**NY.V.**	**Language, Communication, and Literacy (36 to 60 months)**
CATEGORY / CLUSTER / KEY IDEA	**V.E.**	**Comprehension**
STANDARD / CONCEPTUAL UNDERSTANDING	V.E.1.	Follows directions that involve a two- or three-step sequence of actions, which may not be related (e.g., "Please pick up your toys and then get your shoes.") *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.E.2.	Responds to questions with verbal answers or gestures *GOLD*® Objectives for Development and Learning • Objective **8** Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
STANDARD / CONCEPTUAL UNDERSTANDING	V.E.3.	Extends/expands the thought or idea expressed by another *GOLD*® Objectives for Development and Learning • Objective **8** Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
STANDARD / CONCEPTUAL UNDERSTANDING	V.E.4.	Engages in conversation that develops a thought or idea (e.g., tells about a past event) *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
STRAND / DOMAIN / UNIFYING THEME	**NY.V.**	**Language, Communication, and Literacy (36 to 60 months)**
CATEGORY / CLUSTER / KEY IDEA	**V.F.**	**Expressive/Oral Language**

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STANDARD / CONCEPTUAL UNDERSTANDING	V.F.1.	Recounts some details of a recent event *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.F.2.	Tells a short make-believe story, with assistance *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.F.3.	Uses oral language to communicate a message *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.F.4.	Participates in conversations about a variety of topics *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
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	V.G.	Listening Skills
STANDARD / CONCEPTUAL UNDERSTANDING	V.G.1.	Selects specific details in a story and repeats them *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

STANDARD / CONCEPTUAL UNDERSTANDING	V.G.2.	Listens to others in a group discussion for a short period _GOLD® Objectives for Development and Learning_ • Objective **8** Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
STANDARD / CONCEPTUAL UNDERSTANDING	V.G.3.	Responds to questions with appropriate answers _GOLD® Objectives for Development and Learning_ • Objective **8** Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
STANDARD / CONCEPTUAL UNDERSTANDING	V.G.4.	Gains information through listening _GOLD® Objectives for Development and Learning_ _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
STRAND / DOMAIN / UNIFYING THEME	**NY.V.**	**Language, Communication, and Literacy (36 to 60 months)**
CATEGORY / CLUSTER / KEY IDEA	**V.H.**	**Oral and Written Communication**
STANDARD / CONCEPTUAL UNDERSTANDING	V.H.1.	Speaks clearly enough to be understood by most listeners _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
STANDARD / CONCEPTUAL UNDERSTANDING	V.H.2.	States point of view, likes/dislikes, and opinions using words, signs or picture boards _GOLD® Objectives for Development and Learning_ • Objective **9** Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.6 Describes and tells the use of many familiar items

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STANDARD / CONCEPTUAL UNDERSTANDING	V.H.3.	Uses multiple word sentence/s to communicate needs, ideas, actions, and/or feelings *GOLD®* Objectives for Development and Learning • Objective **9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.6 Uses complete, four- to six-word sentences**
STANDARD / CONCEPTUAL UNDERSTANDING	V.H.4.	Relays a simple message (e.g., from grandparent to parent) *GOLD®* Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories**
STANDARD / CONCEPTUAL UNDERSTANDING	V.H.5.	Repeats words or ideas to be sure information is communicated *GOLD®* Objectives for Development and Learning • Objective **8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories**
STANDARD / CONCEPTUAL UNDERSTANDING	V.H.6.	Uses pre-writing in play with other children when pretending to communicate *GOLD®* Objectives for Development and Learning • Objective **19 Demonstrates writing skills b. Writes to convey ideas and information** **Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message**
STANDARD / CONCEPTUAL UNDERSTANDING	V.H.7.	Begins to draw representational figures *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.H.8.	Dictates a story for adult to write out *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**

STANDARD / CONCEPTUAL UNDERSTANDING	V.H.9.	Draws simple pictures or scribbles word-like marks to communicate a message or an idea _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
STRAND / DOMAIN / UNIFYING THEME	**NY.V.**	**Language, Communication, and Literacy (36 to 60 months)**
CATEGORY / CLUSTER / KEY IDEA	**V.I.**	**Conventions of Social Communication**
STANDARD / CONCEPTUAL UNDERSTANDING	V.I.1.	**Pays attention to speaker during conversation** _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
STANDARD / CONCEPTUAL UNDERSTANDING	V.I.2.	**Takes turns during group conversations/discussions, usually** _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
STANDARD / CONCEPTUAL UNDERSTANDING	V.I.3.	**Recognizes rising and falling intonations and what they mean (e.g., difference between a "wh" question and a statement)** _GOLD® Objectives for Development and Learning_ • Objective **8** Listens to and understands increasingly complex language a. Comprehends language Objective **8a.6** Responds appropriately to specific vocabulary and simple statements, questions, and stories
STANDARD / CONCEPTUAL UNDERSTANDING	V.I.4.	**Begins to demonstrate understanding of nonverbal cues (e.g., facial expressions for pride, displeasure, encouragement)** _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

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STANDARD / CONCEPTUAL UNDERSTANDING	V.I.5.	Bilingual child adjusts his/her language and communication form according to person with whom he/she is speaking *GOLD*® Objectives for Development and Learning • Objective **10 Uses appropriate conversational and other communication skills b. Uses social rules of language** Objective **10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders**
STANDARD / CONCEPTUAL UNDERSTANDING	V.I.6.	Whispers due to awareness of the rules of a quiet environment or to draw attention to the change in volume in room *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**
STRAND / DOMAIN / UNIFYING THEME	NY.V.	**Language, Communication, and Literacy (36 to 60 months)**
CATEGORY / CLUSTER / KEY IDEA	V.J.	**Reading: Phonological Awareness**
STANDARD / CONCEPTUAL UNDERSTANDING	V.J.1.	Participates in and creates songs, rhymes, and games that play with sounds of language (e.g., claps out sounds or rhythms of language) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.J.2.	Identifies initial sound of words, with assistance (e.g., book begins with the /b/ 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**

STANDARD / CONCEPTUAL UNDERSTANDING	V.J.3.	Makes three or more letter-sound correspondences (e.g., identifies that "David," "day," and "dog" all begin with "d") *GOLD*® Objectives for Development and Learning • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration** Objective **15b.4 Shows awareness that some words begin the same way**
STANDARD / CONCEPTUAL UNDERSTANDING	V.J.4.	Finds objects in a picture with the same beginning sound, with assistance *GOLD*® Objectives for Development and Learning • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration** Objective **15b.4 Shows awareness that some words begin the same way**
STANDARD / CONCEPTUAL UNDERSTANDING	V.J.5.	Differentiates between similar-sounding words (e.g., three and tree) *GOLD*® Objectives for Development and Learning • Objective **15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme** Objective **15a.6 Decides whether two words rhyme**
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	V.K.	Reading: Alphabetic Principle
STANDARD / CONCEPTUAL UNDERSTANDING	V.K.1.	Recites all letters of the alphabet *GOLD*® Objectives for Development and Learning • Objective **16 Demonstrates knowledge of the alphabet a. Identifies and names letters** Objective **16a.7 Emerging to 16a.8 Identifies and names all upper- and lowercase letters when presented in random order**
STANDARD / CONCEPTUAL UNDERSTANDING	V.K.2.	Knows that alphabet letters are a special category of symbols/pictures that can be individually named *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**

STANDARD / CONCEPTUAL UNDERSTANDING	V.K.3.	Associates the names of letters with their shapes *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.K.4.	Correctly identifies 10 or more letters of the alphabet *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.K.5.	Asks "what does this say" *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses b. Uses print concepts** **Objective 17b.2 Shows understanding that text is meaningful and can be read**
STANDARD / CONCEPTUAL UNDERSTANDING	V.K.6.	Recognizes the first letter of 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**
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	V.L.	Reading: Print Concepts
STANDARD / CONCEPTUAL UNDERSTANDING	V.L.1.	Knows first and last page of a book *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers**
STANDARD / CONCEPTUAL UNDERSTANDING	V.L.2.	Identifies some individual letters in text *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses b. Uses print concepts** **Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation**

STANDARD / CONCEPTUAL UNDERSTANDING	V.L.3.	Shows understanding that letters make up words *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses b. Uses print concepts** **Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation**
STANDARD / CONCEPTUAL UNDERSTANDING	V.L.4.	Identifies words that look similar and different, with assistance *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses b. Uses print concepts** **Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation**
STANDARD / CONCEPTUAL UNDERSTANDING	V.L.5.	Begins to understand that print progresses from left to right (for exceptions, e.g., see Arabic text) *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.L.6.	Recognizes some signs and symbols in the environment (e.g., "STOP") *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses b. Uses print concepts** **Objective 17b.2 Shows understanding that text is meaningful and can be read**
STANDARD / CONCEPTUAL UNDERSTANDING	V.L.7.	Recognizes own printed name *GOLD*® Objectives for Development and Learning • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	V.M.	Reading: Comprehension of Printed Materials

STANDARD / CONCEPTUAL UNDERSTANDING	V.M.1.	**Uses pictures to predict a 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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.M.2.	**Recognizes own name when spelled out in letters** *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.M.3.	**Recites some words in familiar books from memory** *GOLD*® **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts b. Uses emergent reading skills** **Objective 18b.4 Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult**
STANDARD / CONCEPTUAL UNDERSTANDING	V.M.4.	**Fills in the blanks/missing information in a familiar story** *GOLD*® **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.2 Contributes particular language from the book at the appropriate time**
STANDARD / CONCEPTUAL UNDERSTANDING	V.M.5.	**Identifies major characters in story** *GOLD*® **Objectives for Development and Learning** • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.4 Asks and answers questions about the text; refers to pictures**
STANDARD / CONCEPTUAL UNDERSTANDING	V.M.6.	**Begins to understand the sequence of a story (e.g., beginning, middle, end)** *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**

STANDARD / CONCEPTUAL UNDERSTANDING	V.M.7.	Makes up an ending for a story *GOLD*® Objectives for Development and Learning • Objective **18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.4 Asks and answers questions about the text; refers to pictures**
STANDARD / CONCEPTUAL UNDERSTANDING	V.M.8.	Pretends to read a familiar book *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**
STRAND / DOMAIN / UNIFYING THEME	**NY.V.**	**Language, Communication, and Literacy (36 to 60 months)**
CATEGORY / CLUSTER / KEY IDEA	**V.N.**	**Reading: Awareness that Written Materials Can Be Used for a Variety of Purposes**
STANDARD / CONCEPTUAL UNDERSTANDING	V.N.1.	Identifies a variety of printed materials (e.g., books, newspapers, cereal boxes) *GOLD*® Objectives for Development and Learning • Objective **17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.7 Emerging to 17a.8 Uses various types of books for their intended purposes**
STANDARD / CONCEPTUAL UNDERSTANDING	V.N.2.	Imitates common reading activities appropriately in play (e.g., pretends to use directions while putting something together) *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.N.3.	Uses signs in the environment for information (e.g., in a tall building, points to the elevator button) *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**
STRAND / DOMAIN / UNIFYING THEME	**NY.V.**	**Language, Communication, and Literacy (36 to 60 months)**
CATEGORY / CLUSTER / KEY IDEA	**V.O.**	**Reading: Appreciation and Enjoyment**

STANDARD / CONCEPTUAL UNDERSTANDING	V.O.1.	Expresses the title of a favorite book *GOLD*® Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
STANDARD / CONCEPTUAL UNDERSTANDING	V.O.2.	Gives opinion on books in terms of sections liked and enjoyed *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.O.3.	Enjoys a variety of genres (e.g., poetry, folk/fairy tales, concept books, magazines) *GOLD*® Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.7 Emerging to 17a.8 Uses various types of books for their intended purposes
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	V.P.	Writing: Alphabet Knowledge
STANDARD / CONCEPTUAL UNDERSTANDING	V.P.1.	Knows the difference between printed letters and drawings *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
STANDARD / CONCEPTUAL UNDERSTANDING	V.P.2.	Attempts to copy one or more letters of the alphabet *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

STANDARD / CONCEPTUAL UNDERSTANDING	V.P.3.	Labels pictures using letter-like marks *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.P.4.	Knows that alphabet letters are a special category of graphics that can be individually named *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.P.5.	Identifies letters to match the said-aloud letter name *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.P.6.	Works at writing own name *GOLD*® Objectives for Development and Learning • Objective **19 Demonstrates writing skills a. Writes name** Objective **19a.8 Writes letter strings**
STANDARD / CONCEPTUAL UNDERSTANDING	V.P.7.	Shows awareness of the difference between own writing and conventional print *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.P.8.	Shows awareness of two different writing systems (especially appropriate for ELL child) **No Correlations**
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	V.Q.	Writing Conventions

STANDARD / CONCEPTUAL UNDERSTANDING	V.Q.1.	Writes some letters or numerals *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.Q.2.	Prints or copies first name *GOLD*® Objectives for Development and Learning • Objective **19 Demonstrates writing skills a. Writes name** **Objective 19a.10 Writes partially accurate first name**
STANDARD / CONCEPTUAL UNDERSTANDING	V.Q.3.	Attempts to copy words from print *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.Q.4.	Draws basic geometric shapes (e.g., circle, triangle) *GOLD*® Objectives for Development and Learning • Objective **21 Explores and describes spatial relationships and shapes b. Understands shapes** **Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)**
STANDARD / CONCEPTUAL UNDERSTANDING	V.Q.5.	Uses pretend writing activities during play to show print conventions in home language *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**
STANDARD / CONCEPTUAL UNDERSTANDING	V.Q.6.	Adjusts paper position when writing *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**
STRAND / DOMAIN / UNIFYING THEME	NY.V.	Language, Communication, and Literacy (36 to 60 months)
CATEGORY / CLUSTER / KEY IDEA	V.R.	Writing: Use Writing for a Variety of Purposes

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STANDARD / CONCEPTUAL UNDERSTANDING	V.R.1.	Uses letter-like symbols to make lists, letters, and stories _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
STANDARD / CONCEPTUAL UNDERSTANDING	V.R.2.	Copies some environmental print/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
STANDARD / CONCEPTUAL UNDERSTANDING	V.R.3.	Uses letter-like symbols to express an idea _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
STANDARD / CONCEPTUAL UNDERSTANDING	V.R.4.	Talks aloud about creative ideas and stories and asks adult to write them out _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
STANDARD / CONCEPTUAL UNDERSTANDING	V.R.5.	Asks adult to write out rhymes to make a simple poem _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
STANDARD / CONCEPTUAL UNDERSTANDING	V.R.6.	Makes cards to give peers and significant adults, with assistance _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