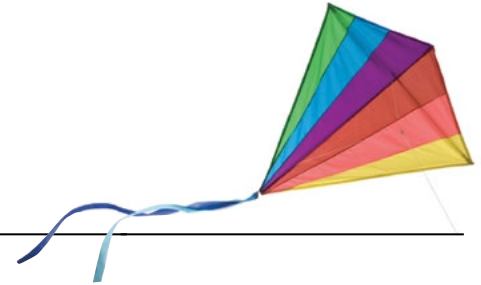




Alignment of



GOLD®

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



WITH

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

aligned to

New Mexico Early Learning Guidelines: Birth through Kindergarten

Ages 3-5; adopted 2014

STRAND / CONTENT STANDARD	NM.1.PK.	Physical Development, Health, and Well-Being (Preschool)
BENCHMARK / STANDARD	1.PK.1.	The child uses gross motor control independently, including balance, spatial awareness, and stability.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.PK.1.1.	<p>Exhibits body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.6 Sustains balance during simple movement experiences</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.PK.1.2.	<p>Exhibits balance and spatial awareness in many situations (running and stopping, climbing, ball-handling, and/or simple group games i.e., “Duck, Duck, Goose”).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.6 Sustains balance during simple movement experiences</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.6 Manipulates balls or similar objects with flexible body movements</p>
STRAND / CONTENT STANDARD	NM.1.PK.	Physical Development, Health, and Well-Being (Preschool)
BENCHMARK / STANDARD	1.PK.2.	The child independently uses fine motor skills.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.PK.2.2.	<p>Coordinates eye-hand movements using beads, laces, pegs, puzzles, and other manipulatives and small objects and when dressing and undressing.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>

STRAND / CONTENT STANDARD	NM.2.PK.	Literacy (Preschool)
BENCHMARK / STANDARD	2.PK.5.	The child demonstrates development and expansion of listening skills.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.PK.5.1.	<p>Listens with understanding to directions and conversations.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.PK.5.3.	<p>Hears and discriminates the sounds of language in words to develop phonological awareness.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
STRAND / CONTENT STANDARD	NM.2.PK.	Literacy (Preschool)
BENCHMARK / STANDARD	2.PK.6.	The child communicates experiences, ideas, and feelings through speaking.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.PK.6.1.	<p>Converses effectively in his or her home language, English, or Sign language for a variety of purposes relating to real experiences and different audiences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.6 Engages in conversations of at least three exchanges</p>
STRAND / CONTENT STANDARD	NM.2.PK.	Literacy (Preschool)
BENCHMARK / STANDARD	2.PK.7.	The child engages in activities that promote the acquisition of emergent reading skills.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.PK.7.1.	<p>Demonstrates an interest and enjoyment in books, listening to stories read aloud, and/or looking at books using illustrations or familiar text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.2 Shows interest in books</p>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.PK.7.2.	Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.PK.7.4.	Progresses in understanding and using concepts of print. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
STRAND / CONTENT STANDARD	NM.2.PK.	Literacy (Preschool)
BENCHMARK / STANDARD	2.PK.8.	The child engages in activities that promote the acquisition of emergent writing skills.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.PK.8.3.	Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
STRAND / CONTENT STANDARD	NM.3.PK.	Numeracy (Preschool)
BENCHMARK / STANDARD	3.PK.9.	The child understands numbers, ways of representing numbers, and relationships between quantities and numerals.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.PK.9.2.	Uses one-to-one correspondence in counting increasingly higher groups of objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
STRAND / CONTENT STANDARD	NM.3.PK.	Numeracy (Preschool)
BENCHMARK / STANDARD	3.PK.10.	The child demonstrates understanding of geometrical and spatial concepts.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.PK.10.1.	Recognizes, names, describes, compares, and creates familiar shapes. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
STRAND / CONTENT STANDARD	NM.3.PK.	Numeracy (Preschool)
BENCHMARK / STANDARD	3.PK.11.	The child demonstrates an understanding of non-standard units to measure and make comparisons.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.PK.11.3.	Demonstrates emerging knowledge of measurement. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
STRAND / CONTENT STANDARD	NM.3.PK.	Numeracy (Preschool)
BENCHMARK / STANDARD	3.PK.12.	The child demonstrates the ability to investigate, organize, and create representations.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.PK.12.1.	Sorts, classifies, and groups materials by one or more characteristics. <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.5 Emerging to 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
STRAND / CONTENT STANDARD	NM.4.PK.	Aesthetic Creativity (Preschool)
BENCHMARK / STANDARD	4.PK.13.	The child demonstrates appreciation for the arts (movement, music, visual, and dramatic).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.PK.13.1.	Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression • Objective 35 Explores dance and movement concepts • Objective 36 Explores drama through actions and language
STRAND / CONTENT STANDARD	NM.5.PK.	Scientific Conceptual Understandings (Preschool)
BENCHMARK / STANDARD	5.PK.14.	The child uses the scientific method to investigate the physical and natural worlds and to hypothesize and make predictions.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.PK.14.1.	Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.PK.14.3.	Makes predictions and forms hypotheses. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
STRAND / CONTENT STANDARD	NM.6.PK.	Self, Family, and Community (Preschool)
BENCHMARK / STANDARD	6.PK.17.	The child exhibits self-awareness.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	6.PK.17.4.	Expresses cultural influences from home, neighborhood, and community. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STRAND / CONTENT STANDARD	NM.6.PK.	Self, Family, and Community (Preschool)
BENCHMARK / STANDARD	6.PK.19.	The child demonstrates personal responsibility.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	6.PK.19.1.	Cares for personal and group possessions. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STRAND / CONTENT STANDARD	NM.6.PK.	Self, Family, and Community (Preschool)
BENCHMARK / STANDARD	6.PK.20.	The child works cooperatively with other children and adults.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	6.PK.20.1.	Plays and interacts with various children, sharing experiences and ideas with others. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	6.PK.20.2.	Uses and accepts negotiation, compromise, and discussion to resolve conflicts. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems
STRAND / CONTENT STANDARD	NM.7.PK.	Approaches to Learning (Preschool)
BENCHMARK / STANDARD	7.PK.23.	The child is open and curious to learn new things.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	7.PK.23.2.	Shows interest in exploring the environment, learning new things, and trying new experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
STRAND / CONTENT STANDARD	NM.7.PK.	Approaches to Learning (Preschool)
BENCHMARK / STANDARD	7.PK.24.	The child takes initiative.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	7.PK.24.2.	Develops increasing independence during activities, routines, and play. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
STRAND / CONTENT STANDARD	NM.7.PK.	Approaches to Learning (Preschool)
BENCHMARK / STANDARD	7.PK.25.	The child exhibits imagination and creativity.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	7.PK.25.3.	Role-plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
STRAND / CONTENT STANDARD	NM.7.PK.	Approaches to Learning (Preschool)
BENCHMARK / STANDARD	7.PK.27.	The child displays persistence and pursues challenges.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	7.PK.27.1.	Focuses and completes a variety of tasks, activities, projects, and experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks

New Mexico Early Learning Guidelines: Birth through Kindergarten

Ages birth to 8 months; adopted 2014

STRAND / CONTENT STANDARD	NM.1.YI.	Beginning to Know About Ourselves and Others (Young Infants – Birth to 8 months)
BENCHMARK / STANDARD	1.YI.1.	Self-Regulation: The infant/toddler begins to demonstrate her ability to adjust her behavior and emotional response to changes in her environment.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.YI.1.1.	Expresses feelings. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.YI.1.2.	Begins to regulate feelings and impulses. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.YI.1.3.	Begins to develop some regulated patterns. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
STRAND / CONTENT STANDARD	NM.1.YI.	Beginning to Know About Ourselves and Others (Young Infants – Birth to 8 months)
BENCHMARK / STANDARD	1.YI.2.	Self-Awareness: The infant/toddler demonstrates an awareness of personal characteristics and abilities.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.YI.2.1.	Shows beginning awareness of own body. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.YI.2.2.	Shows beginning awareness of personal characteristics and those of others. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.YI.2.3.	Shows beginning awareness of own abilities. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
STRAND / CONTENT STANDARD	NM.1.YI.	Beginning to Know About Ourselves and Others (Young Infants – Birth to 8 months)
BENCHMARK / STANDARD	1.YI.3.	Relationships with Adults: The infant/toddler develops secure and trusting relationships with adults.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.YI.3.1.	Shows responsiveness toward primary caregivers. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.YI.3.2.	Participates in interactions. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.YI.3.3.	Initiates contact with regular caregivers. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.YI.3.4.	Establishes and maintains rhythmic interactions with caregiver. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
STRAND / CONTENT STANDARD	NM.1.YI.	Beginning to Know About Ourselves and Others (Young Infants – Birth to 8 months)
BENCHMARK / STANDARD	1.YI.4.	Relationships with Peers: The infant/toddler uses beginning social skills with other children.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.YI.4.1.	Shows awareness of other children. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.YI.4.2.	Begins to interact with peers. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.YI.4.3.	Shows enjoyment in interaction with other children. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
STRAND / CONTENT STANDARD	NM.2.YI.	Beginning to Communicate (Young Infants – Birth to 8 months)
BENCHMARK / STANDARD	2.YI.5.	Listening and Understanding: The infant/toddler responds to the message of another's communication.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.YI.5.1.	Shows sensitivity to noise and sudden sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.YI.5.2.	Responds to sounds in the environment or verbal communication. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.YI.5.3.	Begins imitating adult facial expressions. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.YI.5.4.	<p>Begins to listen to words with understanding.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. <p>Comprehends language Objective 8a.2 Shows an interest in the speech of others</p>
STRAND / CONTENT STANDARD	NM.2.YI.	Beginning to Communicate (Young Infants – Birth to 8 months)
BENCHMARK / STANDARD	2.YI.6.	Speaking and Communicating: The infant/toddler conveys a message to another person.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.YI.6.1.	<p>Uses sounds, gestures, or actions to express needs and feelings.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.2 Vocalizes and gestures to communicate</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.YI.6.2.	<p>Coos, babbles.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.2 Babbles strings of single consonant sounds and combines sounds</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.YI.6.3.	<p>Uses sounds in social situations.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. <p>Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.YI.6.4.	<p>Begins to initiate interactions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. <p>Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.YI.6.5.	<p>Requests continued action of a toy or activity through body movements, eye contact, or vocalizations.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.2 Vocalizes and gestures to communicate</p>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.YI.6.6.	Vocalizes to get attention. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
STRAND / CONTENT STANDARD	NM.2.YI.	Beginning to Communicate (Young Infants – Birth to 8 months)
BENCHMARK / STANDARD	2.YI.7.	Early Literacy: The infant/toddler begins to develop the foundations for early literacy.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.YI.7.1.	Shows interest in books, pictures, songs, and rhymes. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.YI.7.2.	Explores books as objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.YI.7.3.	Responds to rhythmic language in rhymes and songs. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.1 Emerging to 15a.2 Joins in rhyming songs and games
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.YI.7.4.	Begins to develop eye-hand coordination. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.YI.7.5.	Manipulates materials with increasing precision. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
STRAND / CONTENT STANDARD	NM.3.YI.	Beginning to Build Concepts (Young Infants – Birth to 8 months)



BENCHMARK / STANDARD	3.YI.8.	Exploration and Discovery: The infant/toddler inquires about the world and experiences the properties of things.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.YI.8.1.	Observes to learn about the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.YI.8.2.	Explores attributes of materials. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STRAND / CONTENT STANDARD	NM.3.YI.	Beginning to Build Concepts (Young Infants – Birth to 8 months)
BENCHMARK / STANDARD	3.YI.9.	Concept Development and Memory: The infant/toddler understands cause and effect, the permanency of things, and beginning numeracy concepts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.YI.9.1.	Differentiates between familiar and unfamiliar people and objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.YI.9.2.	Imitates facial expressions immediately or later. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.YI.9.3.	Begins to know that objects still exist when out of sight. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.YI.9.4.	Repeats actions to get the same reaction. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results

STRAND / CONTENT STANDARD	NM.3.YI.	Beginning to Build Concepts (Young Infants – Birth to 8 months)
BENCHMARK / STANDARD	3.YI.10.	Problem-Solving and Use of Symbols: The infant/toddler finds solutions and represents thoughts and feelings in creative ways.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.YI.10.1.	Experiments with self-soothing. <u>GOLD® Objectives for Development and Learning</u> • 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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.YI.10.2.	Uses simple actions to make things happen. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.YI.10.3.	Responds to music or chanting. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STRAND / CONTENT STANDARD	NM.4.YI.	Beginning to Move and Do (Young Infants – Birth to 8 months)
BENCHMARK / STANDARD	4.YI.11.	Large Motor: The infant/toddler moves her body to achieve a goal.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.YI.11.1.	Gains control of head and body. <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.YI.11.2.	Moves body, arms, and legs with increasing coordination. <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
STRAND / CONTENT STANDARD	NM.4.YI.	Beginning to Move and Do (Young Infants – Birth to 8 months)
BENCHMARK / STANDARD	4.YI.12.	Fine Motor: The infant/toddler manipulates objects and uses simple tools.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.YI.12.1.	Uses hands or feet to make contact with objects or people. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.YI.12.2.	<p>Begins to coordinate hands and eyes.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.YI.12.3.	<p>Shows growing control of hands and fingers.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully</p>
STRAND / CONTENT STANDARD	NM.4.YI.	Beginning to Move and Do (Young Infants – Birth to 8 months)
BENCHMARK / STANDARD	4.YI.13.	Self-Help, Safety, Health, and Physical Well-Being Skills: The infant/toddler begins to care for self and practice personal safety.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.YI.13.1.	<p>Begins to regulate self.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.YI.13.2.	<p>Begins to help with feeding, dressing, and personal hygiene.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
STRAND / CONTENT STANDARD	NM.5.YI.	Approaches to Learning (Young Infants – Birth to 8 months)
BENCHMARK / STANDARD	5.YI.14.	Curiosity, Initiative, Persistence, and Problem-Solving: The infant/toddler demonstrates curiosity, initiative, persistence, imagination, and problem-solving in his or her everyday activities.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.YI.14.1.	<p>Shows curiosity and interest in people, objects, and events.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds</p>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.YI.14.2.	<p>Begins to demonstrate initiative.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.2 Pays attention to sights and sounds</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.YI.14.3.	<p>Demonstrates creativity by exploring objects in multiple ways.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.YI.14.4.	<p>Begins to focus on interesting things: persistence.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.2 Repeats actions to obtain similar results</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.YI.14.5.	<p>Begins to use senses to solve problems.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>

New Mexico Early Learning Guidelines: Birth through Kindergarten

Ages 6 to 18 months; adopted 2014

STRAND / CONTENT STANDARD	NM.1.MI.	Beginning to Know About Ourselves and Others (Mobile Infants - 6 to 18 months)
BENCHMARK / STANDARD	1.MI.1.	Self-Regulation: The infant/toddler begins to demonstrate her ability to adjust her behavior and emotional response to changes in her environment.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.MI.1.1.	<p>Expresses a variety of emotions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.2 Uses adult support to calm self</p>



PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.MI.1.2.	Regulates emotions and behaviors with adult support. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.MI.1.3.	Expresses own needs. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.MI.1.4.	Follows simple routines and rules in group setting with educator support. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
STRAND / CONTENT STANDARD	NM.1.MI.	Beginning to Know About Ourselves and Others (Mobile Infants - 6 to 18 months)
BENCHMARK / STANDARD	1.MI.2.	Self-Awareness: The infant/toddler demonstrates an awareness of personal characteristics and abilities.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.MI.2.1.	Shows awareness of self as an individual. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.MI.2.2.	Shows awareness of own abilities. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.MI.2.3.	Shows beginning understanding of accomplishments. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.MI.2.4.	<p>Begins to use abilities in interactions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
STRAND / CONTENT STANDARD	NM.1.MI.	Beginning to Know About Ourselves and Others (Mobile Infants - 6 to 18 months)
BENCHMARK / STANDARD	1.MI.3.	Relationships with Adults: The infant/toddler develops secure and trusting relationships with adults.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.MI.3.1.	<p>Begins to solidify relationships with adults.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.2 Demonstrates a secure attachment to one or more adults</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.MI.3.2.	<p>Reacts differently toward familiar and unfamiliar adults.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.2 Demonstrates a secure attachment to one or more adults</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.MI.3.3.	<p>Demonstrates increasing responsiveness in interactions with others.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.2 Reacts to others' emotional expressions</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.MI.3.4.	<p>Begins to take turns with caregiver during play.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.2 Demonstrates a secure attachment to one or more adults</p>
STRAND / CONTENT STANDARD	NM.1.MI.	Beginning to Know About Ourselves and Others (Mobile Infants - 6 to 18 months)
BENCHMARK / STANDARD	1.MI.4.	Relationships with Peers: The infant/toddler uses beginning social skills with other children.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.MI.4.1.	Begins to relate to other children. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.MI.4.2.	Demonstrates interest and enjoyment in interactions. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.MI.4.3.	Exhibits prosocial behaviors. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.MI.4.4.	Demonstrates beginning interaction skills with peers. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
STRAND / CONTENT STANDARD	NM.2.MI.	Beginning to Communicate (Mobile Infants - 6 to 18 months)
BENCHMARK / STANDARD	2.MI.5.	Listening and Understanding: The infant/toddler responds to the message of another's communication.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.MI.5.1.	Pays attention to what speaker is looking at or pointing to. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.MI.5.2.	Responds nonverbally to gestures and/or words. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.MI.5.3.	Follows one-step requests when caregiver uses gestures and words. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.MI.5.4.	Recognizes familiar routines or games. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
STRAND / CONTENT STANDARD	NM.2.MI.	Beginning to Communicate (Mobile Infants - 6 to 18 months)
BENCHMARK / STANDARD	2.MI.6.	Speaking and Communicating: The infant/toddler conveys a message to another person.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.MI.6.1.	Imitates sounds, gestures, or words. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.MI.6.2.	Begins to use consistent sounds combinations, words, and gestures to communicate. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.MI.6.3.	Begins to participate in socially expected conversations. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.MI.6.4.	Asks simple questions. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate
STRAND / CONTENT STANDARD	NM.2.MI.	Beginning to Communicate (Mobile Infants - 6 to 18 months)

BENCHMARK / STANDARD	2.MI.7.	Early Literacy: The infant/toddler begins to develop the foundations for early literacy.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.MI.7.1.	<p>Begins to participate in stories, songs, and fingerplays.</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.MI.7.2.	<p>Explores books with interest.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.MI.7.3.	<p>Listens to stories for a short period of time.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.MI.7.4.	<p>Experiments with grasp using a variety of writing tools.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.MI.7.5.	<p>Scribbles spontaneously using large circular motions.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.3 Emerging to 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>
STRAND / CONTENT STANDARD	NM.3.MI.	Beginning to Build Concepts (Mobile Infants - 6 to 18 months)
BENCHMARK / STANDARD	3.MI.8.	Exploration and Discovery: The infant/toddler inquires about the world and experiences the properties of things.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.MI.8.1.	<p>Explores size and shape.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.1 Emerging to 13.2 Matches similar objects</p>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.MI.8.2.	Actively explores the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.MI.8.3.	Investigates new things in the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STRAND / CONTENT STANDARD	NM.3.MI.	Beginning to Build Concepts (Mobile Infants - 6 to 18 months)
BENCHMARK / STANDARD	3.MI.9.	Concept Development and Memory: The infant/toddler understands cause and effect, the permanency of things, and beginning numeracy concepts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.MI.9.1.	Develops an awareness of quantity and size. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.MI.9.2.	Imitates others' actions, gestures, and sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.MI.9.3.	Demonstrates object permanence. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.MI.9.4.	Observes and responds to different causes and effects. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
STRAND / CONTENT STANDARD	NM.3.MI.	Beginning to Build Concepts (Mobile Infants - 6 to 18 months)
BENCHMARK / STANDARD	3.MI.10.	Problem-Solving and Use of Symbols: The infant/toddler finds solutions and represents thoughts and feelings in creative ways.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.MI.10.1.	Begins to solve simple problems. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.MI.10.2.	Uses simple tools. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.MI.10.3.	Uses a person or object to solve a problem. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.MI.10.4.	Plays with dramatic play materials. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.MI.10.5.	Begins to use art media. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.MI.10.6.	Expresses self by moving to music. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STRAND / CONTENT STANDARD	NM.4.MI.	Beginning to Move and Do (Mobile Infants - 6 to 18 months)
BENCHMARK / STANDARD	4.MI.11.	Large Motor: The infant/toddler moves her body to achieve a goal.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.MI.11.1.	Begins to control movements using arms and legs. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.MI.11.2.	Demonstrates beginning coordination and balance. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment • Objective 5 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
STRAND / CONTENT STANDARD	NM.4.MI.	Beginning to Move and Do (Mobile Infants - 6 to 18 months)
BENCHMARK / STANDARD	4.MI.12.	Fine Motor: The infant/toddler manipulates objects and uses simple tools.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.MI.12.1.	Uses hands to explore objects with a variety of actions. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.MI.12.2.	Gains control of hands and fingers. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.MI.12.3.	Builds on beginning eye-hand coordination. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
STRAND / CONTENT STANDARD	NM.4.MI.	Beginning to Move and Do (Mobile Infants - 6 to 18 months)
BENCHMARK / STANDARD	4.MI.13.	Self-Help, Safety, Health, and Physical Well-Being Skills: The infant/toddler begins to care for self and practice personal safety.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.MI.13.1.	Shows beginning awareness of personal needs. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.MI.13.2.	Helps with feeding, dressing, and personal hygiene. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.MI.13.3.	Understands safe and unsafe situations. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
STRAND / CONTENT STANDARD	NM.5.MI.	Approaches to Learning (Mobile Infants - 6 to 18 months)
BENCHMARK / STANDARD	5.MI.14.	Curiosity, Initiative, Persistence, and Problem-Solving: The infant/toddler demonstrates curiosity, initiative, persistence, imagination, and problem-solving in his or her everyday activities.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.MI.14.1.	Demonstrates curiosity by using senses to explore the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.MI.14.2.	Demonstrates initiative by showing likes and dislikes. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.MI.14.3.	Uses creative expression in beginning role-play. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.MI.14.4.	Focuses longer on interesting things. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.MI.14.5.	<p>Responds to order and routine and notices changes.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.MI.14.6.	<p>Begins to find different ways to solve problems.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>
STRAND / CONTENT STANDARD	NM.1.YT.	Beginning to Know About Ourselves and Others (Young Toddlers - 16 to 24 months)
BENCHMARK / STANDARD	1.YT.1.	Self-Regulation: The infant/toddler begins to demonstrate her ability to adjust her behavior and emotional response to changes in her environment.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.YT.1.1.	<p>Begins to recognize feelings in self and others.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.3 Emerging to 2b.4 Demonstrates concern about the feelings of others</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.YT.1.2.	<p>Demonstrates different emotions or moods.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.YT.1.3.	<p>Shows more, but still limited, self-regulation.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.YT.1.4.	<p>Shows comfort in daily routines and activities.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person</p>
STRAND / CONTENT STANDARD	NM.1.YT.	Beginning to Know About Ourselves and Others (Young Toddlers - 16 to 24 months)
BENCHMARK / STANDARD	1.YT.2.	Self-Awareness: The infant/toddler demonstrates an awareness of personal characteristics and abilities.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.YT.2.1.	<p>Begins to demonstrate behaviors that reflect self-concept.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.4 Seeks to do things for self</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.YT.2.2.	<p>Shows increased awareness of own abilities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.4 Seeks to do things for self</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.YT.2.3.	<p>Displays assertiveness.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.4 Seeks to do things for self</p>
STRAND / CONTENT STANDARD	NM.1.YT.	Beginning to Know About Ourselves and Others (Young Toddlers - 16 to 24 months)
BENCHMARK / STANDARD	1.YT.3.	Relationships with Adults: The infant/toddler develops secure and trusting relationships with adults.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.YT.3.1.	<p>Continues to need the emotional security of a trusted adult.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.YT.3.2.	<p>Continues to show caution around unfamiliar adults.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.YT.3.3.	<p>Demonstrates increased reciprocity in relationships with adults.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
STRAND / CONTENT STANDARD	NM.1.YT.	Beginning to Know About Ourselves and Others (Young Toddlers - 16 to 24 months)

BENCHMARK / STANDARD	1.YT.4.	Relationships with Peers: The infant/toddler uses beginning social skills with other children.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.YT.4.1.	Demonstrates increased interest and frustration with other children. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.2 Expresses feelings during a conflict
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.YT.4.2.	Acts on increased awareness of other children's feelings. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.YT.4.3.	Demonstrates increasing interaction skills with peers. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
STRAND / CONTENT STANDARD	NM.2.YT.	Beginning to Communicate (Young Toddlers - 16 to 24 months)
BENCHMARK / STANDARD	2.YT.5.	Listening and Understanding: The infant/toddler responds to the message of another's communication.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.YT.5.1.	Responds appropriately to simple commands. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.YT.5.2.	Understands that words stand for objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.YT.5.3.	Demonstrates understanding of simple questions. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted



STRAND / CONTENT STANDARD	NM.2.YT.	Beginning to Communicate (Young Toddlers - 16 to 24 months)
BENCHMARK / STANDARD	2.YT.6.	Speaking and Communicating: The infant/toddler conveys a message to another person.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.YT.6.1.	<p>Uses words and gestures to communicate ideas.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.3 Emerging to 9a.4 Names familiar, people, animals, and objects</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.YT.6.2.	<p>Combines words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.2 Uses one- or two-word sentences or</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.YT.6.3.	<p>Uses sounds and words in social situations.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.4 Initiates and attends to brief conversations</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.YT.6.4.	<p>Has larger vocabulary in home language; is beginning to acquire vocabulary in second language.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.4 Names familiar, people, animals, and objects</p>
STRAND / CONTENT STANDARD	NM.2.YT.	Beginning to Communicate (Young Toddlers - 16 to 24 months)
BENCHMARK / STANDARD	2.YT.7.	Early Literacy: The infant/toddler begins to develop the foundations for early literacy.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.YT.7.1.	<p>Participates in stories, songs, and fingerplays.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.2 Joins in rhyming songs and games</p>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.YT.7.2.	Begins to develop imitative reading. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.1 Emerging to 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.YT.7.3.	Responds to early literacy activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.YT.7.4.	Explores writing as a means of communication. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message
STRAND / CONTENT STANDARD	NM.3.YT.	Beginning to Build Concepts (Young Toddlers - 16 to 24 months)
BENCHMARK / STANDARD	3.YT.8.	Exploration and Discovery: The infant/toddler inquires about the world and experiences the properties of things.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.YT.8.1.	Notices how items are the same or different. <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.2 Matches similar objects
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.YT.8.2.	Uses sounds and simple words to describe things or ask questions about the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.YT.8.3.	Explores concepts of space. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
STRAND / CONTENT STANDARD	NM.3.YT.	Beginning to Build Concepts (Young Toddlers - 16 to 24 months)

BENCHMARK / STANDARD	3.YT.9.	Concept Development and Memory: The infant/toddler understands cause and effect, the permanency of things, and beginning numeracy concepts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.YT.9.1.	Develops an increasing awareness of quantity and size. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.YT.9.2.	Demonstrates a more complex level of object permanence. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.YT.9.3.	Experiments with more complex cause-and-effect play. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
STRAND / CONTENT STANDARD	NM.3.YT.	Beginning to Build Concepts (Young Toddlers - 16 to 24 months)
BENCHMARK / STANDARD	3.YT.10.	Problem-Solving and Use of Symbols: The infant/toddler finds solutions and represents thoughts and feelings in creative ways.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.YT.10.1.	Solves simple problems using logical reasoning. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.3 Emerging to 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.YT.10.2.	Begins to express self creatively. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
STRAND / CONTENT STANDARD	NM.4.YT.	Beginning to Move and Do (Young Toddlers - 16 to 24 months)
BENCHMARK / STANDARD	4.YT.11.	Large Motor: The infant/toddler moves her body to achieve a goal.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.YT.11.1.	Demonstrates increasing large motor control. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.YT.11.2.	Demonstrates increasing coordination and balance. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing
STRAND / CONTENT STANDARD	NM.4.YT.	Beginning to Move and Do (Young Toddlers - 16 to 24 months)
BENCHMARK / STANDARD	4.YT.12.	Fine Motor: The infant/toddler manipulates objects and uses simple tools.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.YT.12.1.	Uses hands and fingers in more complex and refined ways. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.YT.12.2.	Begins to use simple tools. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.YT.12.3.	Shows increasing eye-hand coordination. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
STRAND / CONTENT STANDARD	NM.4.YT.	Beginning to Move and Do (Young Toddlers - 16 to 24 months)
BENCHMARK / STANDARD	4.YT.13.	Self-Help, Safety, Health, and Physical Well-Being Skills: The infant/toddler begins to care for self and practice personal safety.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.YT.13.1.	Begins to attend to personal needs. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.YT.13.2.	Shows increasing abilities in feeding, dressing, and personal hygiene. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.YT.13.3.	Participates in safety routines. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STRAND / CONTENT STANDARD	NM.5.YT.	Approaches to Learning (Young Toddlers - 16 to 24 months)
BENCHMARK / STANDARD	5.YT.14.	Curiosity, Initiative, Persistence, and Problem-Solving: The infant/toddler demonstrates curiosity, initiative, persistence, imagination, and problem-solving in his or her everyday activities.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.YT.14.1.	Demonstrates curiosity by using all senses to explore new things in the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.YT.14.2.	Demonstrates preferences and makes independent choices. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.YT.14.3.	Engages in more complex pretend play based on everyday events. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.YT.14.4.	Engages in activity toward a goal. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal



PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.YT.14.5.	Demonstrates more complex problem-solving skills. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
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New Mexico Early Learning Guidelines: Birth through Kindergarten

Ages 24 to 26 months; adopted 2014

STRAND / CONTENT STANDARD	NM.1.OT.	Beginning to Know About Ourselves and Others (Older Toddlers - 24 to 36 months)
BENCHMARK / STANDARD	1.OT.1.	Self-Regulation: The infant/toddler begins to demonstrate her ability to adjust her behavior and emotional response to changes in her environment.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.OT.1.1.	Demonstrates an increasing ability to recognize feelings of self and others. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.OT.1.2.	Begins to use strategies to regulate own emotions. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.OT.1.3.	Begins to manage changes in emotional state. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.OT.1.4.	Is increasingly able to regulate behavior. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
STRAND / CONTENT STANDARD	NM.1.OT.	Beginning to Know About Ourselves and Others (Older Toddlers - 24 to 36 months)
BENCHMARK / STANDARD	1.OT.2.	Self-Awareness: The infant/toddler demonstrates an awareness of personal characteristics and abilities.



PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.OT.2.1.	Demonstrates behaviors that reflect self-concept. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.OT.2.2.	Demonstrates self-confidence; learns to do things by self. <u>G GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.OT.2.3.	Shows awareness of self as part of a group. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.2 Responds appropriately to others' expressions of wants
STRAND / CONTENT STANDARD	NM.1.OT.	Beginning to Know About Ourselves and Others (Older Toddlers - 24 to 36 months)
BENCHMARK / STANDARD	1.OT.3.	Relationships with Adults: The infant/toddler develops secure and trusting relationships with adults.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.OT.3.1.	Trusts and interacts comfortably with familiar adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.OT.3.2.	Establishes relationships with consistent adults other than primary caregiver. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.OT.3.3.	Begins to imitate or portray roles and relationships. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
STRAND / CONTENT STANDARD	NM.1.OT.	Beginning to Know About Ourselves and Others (Older Toddlers - 24 to 36 months)



BENCHMARK / STANDARD	1.OT.4.	Relationships with Peers: The infant/toddler uses beginning social skills with other children.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.OT.4.1.	Demonstrates ability to interact with an increasing number of children. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.OT.4.2.	Uses beginning negotiation skills with other children. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.4 Seeks adult help to resolve social problems
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.OT.4.3.	Begins to use words in social situations with peers. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.OT.4.4.	Participates positively in activities with more than one other child. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.3 Emerging to 2c.4 Uses successful strategies for entering groups
STRAND / CONTENT STANDARD	NM.2.OT.	Beginning to Communicate (Older Toddlers - 24 to 36 months)
BENCHMARK / STANDARD	2.OT.5.	Listening and Understanding: The infant/toddler responds to the message of another's communication.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.OT.5.1.	Follows more complex directions and requests. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.4 Follows simple requests not accompanied by gestures
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.OT.5.2.	Demonstrates active listening strategies. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.4 Follows simple requests not accompanied by gestures

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.OT.5.3.	Demonstrates increased understanding of questions. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.OT.5.4.	Shows increased receptive vocabulary. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
STRAND / CONTENT STANDARD	NM.2.OT.	Beginning to Communicate (Older Toddlers - 24 to 36 months)
BENCHMARK / STANDARD	2.OT.6.	Speaking and Communicating: The infant/toddler conveys a message to another person.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.OT.6.1.	Combines words to express more complex ideas. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.5 Emerging to 9a.6 Describes and tells the use of many familiar items
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.OT.6.2.	Begins to follow grammatical rules, although not always correctly. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.OT.6.3.	Initiates socially expected communication. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.OT.6.4.	Speaks clearly enough to be understood, most of the time. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.OT.6.5.	Asks simple questions in home language; may use gestures or single words to ask questions in second language. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
STRAND / CONTENT STANDARD	NM.2.OT.	Beginning to Communicate (Older Toddlers - 24 to 36 months)
BENCHMARK / STANDARD	2.OT.7.	Early Literacy: The infant/toddler begins to develop the foundations for early literacy.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.OT.7.1.	Initiates and participates in stories, songs, and fingerplays. <u>GOLD® Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.OT.7.2.	Begins to follow what happens in a story. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.2 Contributes particular language from the book at the appropriate time
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.OT.7.3.	Shows awareness of pictures and symbols in print. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.OT.7.4.	Demonstrates understanding that written symbols have meaning. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.OT.7.5.	Starts to use own drawings to represent objects and ideas. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.OT.7.6.	Expresses creativity using skills for writing. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message
STRAND / CONTENT STANDARD	NM.3.OT.	Beginning to Build Concepts (Older Toddlers - 24 to 36 months)
BENCHMARK / STANDARD	3.OT.8.	Exploration and Discovery: The infant/toddler inquires about the world and experiences the properties of things.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.OT.8.1.	Notifies and describes how items are the same or different. <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.2 Matches similar objects
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.OT.8.2.	Begins to organize materials and information. <u>No Correlations</u>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.OT.8.3.	Shows beginning interest in time and location. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
STRAND / CONTENT STANDARD	NM.3.OT.	Beginning to Build Concepts (Older Toddlers - 24 to 36 months)
BENCHMARK / STANDARD	3.OT.9.	Concept Development and Memory: The infant/toddler understands cause and effect, the permanency of things, and beginning numeracy concepts.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.OT.9.1.	Demonstrates beginning number and measurement concepts. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.2 Verbally counts (not always in the correct order) • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.OT.9.2.	Experiments with effect of own actions on objects and people. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.OT.9.3.	Expresses understanding of cause and effect. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.OT.9.4.	Shows increasing knowledge and memory for details and routine. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
STRAND / CONTENT STANDARD	NM.3.OT.	Beginning to Build Concepts (Older Toddlers - 24 to 36 months)
BENCHMARK / STANDARD	3.OT.10.	Problem-Solving and Use of Symbols: The infant/toddler finds solutions and represents thoughts and feelings in creative ways.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.OT.10.1.	Demonstrates increased problem-solving ability. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.OT.10.2.	Represents thoughts and feelings in a variety of ways. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
STRAND / CONTENT STANDARD	NM.4.OT.	Beginning to Move and Do (Older Toddlers - 24 to 36 months)
BENCHMARK / STANDARD	4.OT.11.	Large Motor: The infant/toddler moves her body to achieve a goal.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.OT.11.1.	Demonstrates coordination, balance, and control in a variety of ways. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements
STRAND / CONTENT STANDARD	NM.4.OT.	Beginning to Move and Do (Older Toddlers - 24 to 36 months)

BENCHMARK / STANDARD	4.OT.12.	Fine Motor: The infant/toddler manipulates objects and uses simple tools.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.OT.12.1.	<p>Coordinates several senses.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.OT.12.2.	<p>Uses simple tools independently.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.OT.12.3.	<p>Demonstrates eye-hand coordination.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
STRAND / CONTENT STANDARD	NM.4.OT.	Beginning to Move and Do (Older Toddlers - 24 to 36 months)
BENCHMARK / STANDARD	4.OT.13.	Self-Help, Safety, Health, and Physical Well-Being Skills: The infant/toddler begins to care for self and practice personal safety.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.OT.13.1.	<p>Shows increased attention to personal needs.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.OT.13.2.	<p>Shows increasing independence in personal care.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.OT.13.3.	<p>Participates in healthy care routines.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	4.OT.13.4.	Pays attention to safety instructions. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
STRAND / CONTENT STANDARD	NM.5.OT.	Approaches to Learning (Older Toddlers - 24 to 36 months)
BENCHMARK / STANDARD	5.OT.14.	Curiosity, Initiative, Persistence, and Problem-Solving: The infant/toddler demonstrates curiosity, initiative, persistence, imagination, and problem-solving in his or her everyday activities.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.OT.14.1.	Actively attempts to learn new things she is curious about. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.OT.14.2.	Shows initiative by making choices and taking risks. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.OT.14.3.	Pretends and uses creativity and imagination during play. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.OT.14.4.	Persists toward a goal with an activity, object, or toy. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.OT.14.5.	Begins to find novel solutions to problems. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it



