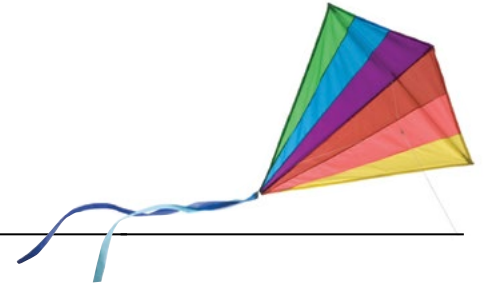




Alignment of

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*GOLD*®

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

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WITH

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

aligned to

**Wyoming Early Learning Foundations**

**Ages three to five; adopted 2015**

CONTENT STANDARD	WY.1.AL.	APPROACHES TO LEARNING
BENCHMARK	1.AL.3-5.1.	INITIATIVE AND CURIOSITY: An interest in varied activities, a desire to learn, creativeness, and independence in learning.
GRADE LEVEL EXAMPLE	1.AL.3-5.1.1.	<p>Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking</li> </ul> <p>Objective 11e.6 Changes plans if a better idea is thought of or proposed</p>
GRADE LEVEL EXAMPLE	1.AL.3-5.1.2.	<p>Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
GRADE LEVEL EXAMPLE	1.AL.3-5.1.3.	<p>Asks questions and seeks new information.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
GRADE LEVEL EXAMPLE	1.AL.3-5.1.4.	<p>Explores things in the environment and tries to figure out how they work (e.g., how they can be combined, new uses, etc.).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>

CONTENT STANDARD	WY.1.AL.	APPROACHES TO LEARNING
BENCHMARK	1.AL.3-5.2.	PERSISTENCE AND ATTENTION: The ability to begin and finish activities with attention and persistence.
GRADE LEVEL EXAMPLE	1.AL.3-5.2.1.	<p>When adults provide resources and activities that children are interested in and allow them to continue to stay involved in meaningful activities that they choose, children will stay interested and engaged for extended periods of time.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 11 Demonstrates positive approaches to learning a. Attends and engages  Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
GRADE LEVEL EXAMPLE	1.AL.3-5.2.2.	<p>Sets goals, develops and follows through on plans.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 11 Demonstrates positive approaches to learning b. Persists  Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</p>
GRADE LEVEL EXAMPLE	1.AL.3-5.2.3.	<p>Resists distractions, maintains attention, and continues the task at hand through frustrations and distractions.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 11 Demonstrates positive approaches to learning a. Attends and engages  Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
CONTENT STANDARD	WY.1.AL.	APPROACHES TO LEARNING
BENCHMARK	1.AL.3-5.3.	COOPERATION: An interest and engagement in group experiences.
GRADE LEVEL EXAMPLE	1.AL.3-5.3.1.	<p>Plans, initiates, and completes learning activities with peers.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 2 Establishes and sustains positive relationships c. Interacts with peers  Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
GRADE LEVEL EXAMPLE	1.AL.3-5.3.2.	<p>Joins in cooperative play with others and invites others to play.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 2 Establishes and sustains positive relationships c. Interacts with peers  Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>

GRADE LEVEL EXAMPLE	1.AL.3-5.3.3.	Models or teaches peers.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
GRADE LEVEL EXAMPLE	1.AL.3-5.3.4.	Helps, shares, and cooperates in a group.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
CONTENT STANDARD	WY.2.CA.	CREATIVE ARTS EXPRESSION
BENCHMARK	2.CA.3-5.1.	MUSIC: The use of the voice and instruments to create sounds.
GRADE LEVEL EXAMPLE	2.CA.3-5.1.1.	Participates in music activities, such as listening, singing, or performing  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXAMPLE	2.CA.3-5.1.2.	Experiments with musical instruments.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 34 Explores musical concepts and expression
CONTENT STANDARD	WY.2.CA.	CREATIVE ARTS EXPRESSION
BENCHMARK	2.CA.3-5.2.	CREATIVE MOVEMENT AND DANCE: The use of the body to move to music and express oneself.
GRADE LEVEL EXAMPLE	2.CA.3-5.2.1.	Expresses what is felt and heard in various musical tempos and styles.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXAMPLE	2.CA.3-5.2.2.	Moves to different patterns of beat and rhythm in music.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXAMPLE	2.CA.3-5.2.3.	Uses creative movement to express concepts, ideas, or feelings.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 35 Explores dance and movement concepts
CONTENT STANDARD	WY.2.CA.	CREATIVE ARTS EXPRESSION

BENCHMARK	2.CA.3-5.3.	<b>VISUAL ARTS: The use of a range of media and materials to create drawings, pictures, or other objects.</b>
GRADE LEVEL EXAMPLE	2.CA.3-5.3.1.	Uses different materials and techniques to make art creations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
GRADE LEVEL EXAMPLE	2.CA.3-5.3.2.	Creates artistic work that reflects thoughts, feelings, experiences, or knowledge.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
GRADE LEVEL EXAMPLE	2.CA.3-5.3.3.	Discusses one's artistic creations and those of others.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 33 Explores the visual arts
CONTENT STANDARD	WY.2.CA.	<b>CREATIVE ARTS EXPRESSION</b>
BENCHMARK	2.CA.3-5.4.	<b>DRAMA: The portrayal of events, characters, or stories through acting or puppets, using props and language.</b>
GRADE LEVEL EXAMPLE	2.CA.3-5.4.1.	Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXAMPLE	2.CA.3-5.4.2.	Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 36 Explores drama through actions and language
CONTENT STANDARD	WY.3.LD.	<b>LANGUAGE DEVELOPMENT</b>
BENCHMARK	3.LD.3-5.1.	<b>RECEPTIVE LANGUAGE: The ability to understand or comprehend language.</b>
GRADE LEVEL EXAMPLE	3.LD.3-5.1.1.	Responds to language during conversations, songs, stories, or other learning experiences.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. <b>Comprehends language</b> <b>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</b>



GRADE LEVEL EXAMPLE	3.LD.3-5.1.2.	<p>Follows one- and two-step directions.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 8 Listens to and understands increasingly complex language b. Follows directions  Objective 8b.5 Emerging to 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences</p>
GRADE LEVEL EXAMPLE	3.LD.3-5.1.3.	<p>Comprehends increasingly complex and varied vocabulary.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 8 Listens to and understands increasingly complex language a. Comprehends language  Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
GRADE LEVEL EXAMPLE	3.LD.3-5.1.4.	<p>Comprehends different forms of language, such as questions or exclamations.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 8 Listens to and understands increasingly complex language a. Comprehends language  Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
CONTENT STANDARD	WY.3.LD.	LANGUAGE DEVELOPMENT
BENCHMARK	3.LD.3-5.2.	EXPRESSIVE LANGUAGE: The ability to use one or more languages to communicate.
GRADE LEVEL EXAMPLE	3.LD.3-5.2.1.	<p>Engages in communication and conversation with peers and adults.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations  Objective 10a.6 Engages in conversations of at least three exchanges</p>
GRADE LEVEL EXAMPLE	3.LD.3-5.2.2.	<p>Uses increasingly complex and varied vocabulary to express ideas and needs.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary  Objective 9a.6 Describes and tells the use of many familiar items</p>
GRADE LEVEL EXAMPLE	3.LD.3-5.2.3.	<p>Uses different forms of language such as questions, comments, or explanations.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary  Objective 9a.6 Describes and tells the use of many familiar items</p>

GRADE LEVEL EXAMPLE	3.LD.3-5.2.4.	<p>Asks and answers questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 8 Listens to and understands increasingly complex language a. Comprehends language  Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
GRADE LEVEL EXAMPLE	3.LD.3-5.2.5.	<p>With guidance and support, uses the conventions of Standard English grammar when speaking.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar  Objective 9c.6 Uses complete, four- to six-word sentences</p>
GRADE LEVEL EXAMPLE	3.LD.3-5.2.6.	<p>Engages in storytelling by asking and answering questions about key details and requesting clarification.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place  Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details</p>
GRADE LEVEL EXAMPLE	3.LD.3-5.2.7.	<p>Identifies and applies meanings for familiar words.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary  Objective 9a.6 Describes and tells the use of many familiar items</p>
GRADE LEVEL EXAMPLE	3.LD.3-5.2.8.	<p>Identifies real-life connections between words and their meaning.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 8 Listens to and understands increasingly complex language a. Comprehends language  Objective 8a.7 Emerging to 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>
CONTENT STANDARD	WY.4.LIT.	LITERACY KNOWLEDGE & SKILLS

<b>BENCHMARK</b>	<b>4.LIT.3-5.1.</b>	<b>BOOK APPRECIATION AND KNOWLEDGE: The interest in books and their features, and the ability to understand and get meaning from stories and information from books and other texts.</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>4.LIT.3-5.1.1.</b>	Shows an interest in shared reading experiences and looking at books independently.  <u><b>GOLD® Objectives for Development and Learning</b></u> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <b>Objective 18a.4 Asks and answers questions about the text; refers to pictures</b> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills</li> </ul> <b>Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>4.LIT.3-5.1.2.</b>	Recognizes how books are read (front to back and one page at a time) and recognizes basic features of books such as title, author, and illustrator.  <u><b>GOLD® Objectives for Development and Learning</b></u> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <b>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>4.LIT.3-5.1.3.</b>	Asks and answers questions and makes comments about printed materials.  <u><b>GOLD® Objectives for Development and Learning</b></u> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</li> </ul> <b>Objective 18a.4 Asks and answers questions about the text; refers to pictures</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>4.LIT.3-5.1.4.</b>	Shows interest in different kinds of literature—fiction, non-fiction, informational text, poetry—on a range of topics.  <u><b>GOLD® Objectives for Development and Learning</b></u> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <b>Objective 17a.7 Emerging to 17a.8 Uses various types of books for their intended purposes</b>



GRADE LEVEL EXAMPLE	4.LIT.3-5.1.5.	Retells stories or information from books through conversation, artistic works, creative movement, or drama.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts
GRADE LEVEL EXAMPLE	4.LIT.3-5.1.6.	Relates content to real-life experience.  <u><b>GOLD® Objectives for Development and Learning</b></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
GRADE LEVEL EXAMPLE	4.LIT.3-5.1.7.	Makes connections between illustrations and text.  <u><b>GOLD® Objectives for Development and Learning</b></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
CONTENT STANDARD	WY.4.LIT.	LITERACY KNOWLEDGE & SKILLS
BENCHMARK	4.LIT.3-5.2.	PRINT CONCEPTS AND CONVENTIONS: The concepts about print and early decoding (identifying letter-sound relationships).
GRADE LEVEL EXAMPLE	4.LIT.3-5.2.1.	Recognizes print in everyday life, such as numbers, letters, the child's name, words, and familiar logos and signs.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.5 Emerging to 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
GRADE LEVEL EXAMPLE	4.LIT.3-5.2.2.	Points to writing and asks what it says.  <u><b>GOLD® Objectives for Development and Learning</b></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
GRADE LEVEL EXAMPLE	4.LIT.3-5.2.3.	Pretends to read following English print conventions of reading right to left and top to bottom of the page.

		<b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.4 Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
GRADE LEVEL EXAMPLE	4.LIT.3-5.2.4.	Can point to a word on a page in a book.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.5 Emerging to 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
GRADE LEVEL EXAMPLE	4.LIT.3-5.2.5.	Recognizes the association between spoken or signed and written words and will ask an adult to write specific words.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.5 Emerging to 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
CONTENT STANDARD	WY.4.LIT.	LITERACY KNOWLEDGE & SKILLS
BENCHMARK	4.LIT.3-5.3.	PHONOLOGICAL AWARENESS: An awareness that language can be broken into words, syllables, and smaller pieces of sound.
GRADE LEVEL EXAMPLE	4.LIT.3-5.3.1.	Identifies and discriminates between words in language, between separate syllables, and between sounds and phonemes, such as attention to the beginning and ending sounds of words.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.5 Emerging to 15c.6 Verbally blends and separates onset and rime in one-syllable words
CONTENT STANDARD	WY.4.LIT.	LITERACY KNOWLEDGE & SKILLS
BENCHMARK	4.LIT.3-5.4.	ALPHABETICAL SKILLS: The names and sounds associated with letters.
GRADE LEVEL EXAMPLE	4.LIT.3-5.4.1.	Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.  <b><u>GOLD® Objectives for Development and Learning</u></b> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name



GRADE LEVEL EXAMPLE	4.LIT.3-5.4.2.	<p>Recognizes that letters have distinct sound(s) associated with them.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences  Objective 16b.2 Identifies the sounds of a few letters</p>
GRADE LEVEL EXAMPLE	4.LIT.3-5.4.3.	<p>Attends to the beginning letters and sounds in familiar words.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences  Objective 16b.2 Identifies the sounds of a few letters</p>
GRADE LEVEL EXAMPLE	4.LIT.3-5.4.4.	<p>Identifies letters and associates correct sounds with letters.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences  Objective 16b.2 Identifies the sounds of a few letters</p>
GRADE LEVEL EXAMPLE	4.LIT.3-5.4.5.	<p>Identifies name and familiar words (environmental print).</p> <p>No Correlations</p>
CONTENT STANDARD	WY.4.LIT.	LITERACY KNOWLEDGE & SKILLS
BENCHMARK	4.LIT.3-5.5.	EARLY WRITING: The familiarity with writing tools, conventions, and emerging skills to communicate through written representations, symbols, and letters.
GRADE LEVEL EXAMPLE	4.LIT.3-5.5.1.	<p>Experiments with writing tools and materials.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools  Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>
GRADE LEVEL EXAMPLE	4.LIT.3-5.5.2.	<p>Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, hearing stories, or giving an opinion.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information  Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message</p>

GRADE LEVEL EXAMPLE	4.LIT.3-5.5.3.	<p>Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information  Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message</p>
GRADE LEVEL EXAMPLE	4.LIT.3-5.5.4.	<p>Copies, traces, or independently writes letters or words.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information  Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message</p>
GRADE LEVEL EXAMPLE	4.LIT.3-5.5.5.	<p>With guidance and support, uses a combination of drawing, dictating, or writing to express an opinion or tell a simple story.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information  Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message</p>
GRADE LEVEL EXAMPLE	4.LIT.3-5.5.6.	<p>With guidance and support, participates in shared research and writing projects.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation  Objective 11d.7 Emerging to 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects  • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information  Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message</p>
CONTENT STANDARD	WY.5.LR.	LOGIC & REASONING
BENCHMARK	5.LR.3-5.1.	REASONING AND PROBLEM SOLVING: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.
GRADE LEVEL EXAMPLE	5.LR.3-5.1.1.	<p>Seeks multiple solutions to a question, task, or problem.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 11 Demonstrates positive approaches to learning c. Solves problems  Objective 11c.6 Solves problems without having to try every possibility</p>

GRADE LEVEL EXAMPLE	5.LR.3-5.1.2.	<p>Recognizes cause-and-effect relationships.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 11 Demonstrates positive approaches to learning b. Persists  Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</p>
GRADE LEVEL EXAMPLE	5.LR.3-5.1.3.	<p>Classifies, compares, and contrasts objects, events, and experiences.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 13 Uses classification skills  Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
GRADE LEVEL EXAMPLE	5.LR.3-5.1.4.	<p>Uses past knowledge to build new knowledge.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 12 Remembers and connects experiences b. Makes connections  Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation</p>
CONTENT STANDARD	WY.5.LR.	LOGIC & REASONING
BENCHMARK	5.LR.3-5.2.	SYMBOLIC REPRESENTATION: The use of symbols or objects to represent something else.
GRADE LEVEL EXAMPLE	5.LR.3-5.2.1.	<p>Represents people, places, or things through drawings, movement, and three-dimensional objects.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically  Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
GRADE LEVEL EXAMPLE	5.LR.3-5.2.2.	<p>Engages in pretend play and acts out roles.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • 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</p>

GRADE LEVEL EXAMPLE	5.LR.3-5.2.3.	<p>Recognizes the difference between pretend or fantasy situations and reality.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play</li> </ul> <p>Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
CONTENT STANDARD	WY.6.MA.	MATHEMATICS KNOWLEDGE & SKILLS
BENCHMARK	6.MA.3-5.1.	NUMBER CONCEPTS AND QUANTITIES: The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).
GRADE LEVEL EXAMPLE	6.MA.3-5.1.1.	<p>Recognizes numbers and quantities in the everyday environment.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations b. Quantifies</li> </ul> <p>Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations c. Connects numerals with their quantities</li> </ul> <p>Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects</p>
GRADE LEVEL EXAMPLE	6.MA.3-5.1.2.	<p>Recites numbers in the correct order and understands that numbers come “before” or “after” one another.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations a. Counts</li> </ul> <p>Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>
GRADE LEVEL EXAMPLE	6.MA.3-5.1.3.	<p>Associates quantities and the names of numbers with written numerals.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations c. Connects numerals with their quantities</li> </ul> <p>Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects</p>
GRADE LEVEL EXAMPLE	6.MA.3-5.1.4.	<p>Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations b. Quantifies</li> </ul> <p>Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>

GRADE LEVEL EXAMPLE	6.MA.3-5.1.5.	<p>Uses the number name of the last object counted to represent the number of objects in the set.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations a. Counts</li> </ul> <p>Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>
CONTENT STANDARD	WY.6.MA.	MATHEMATICS KNOWLEDGE & SKILLS
BENCHMARK	6.MA.3-5.2.	NUMBER RELATIONS AND OPERATIONS: The use of numbers to describe relationships and solve problems.
GRADE LEVEL EXAMPLE	6.MA.3-5.2.1.	<p>Uses a range of strategies, such as counting, subitizing (“seeing” how many objects without counting), or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as “more,” “less,” “greater than,” “fewer,” or “equal to.”</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations b. Quantifies</li> </ul> <p>Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
GRADE LEVEL EXAMPLE	6.MA.3-5.2.2.	<p>Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations b. Quantifies</li> </ul> <p>Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
GRADE LEVEL EXAMPLE	6.MA.3-5.2.3.	<p>Identifies the number of items in a set that is created when items are combined or separated.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations b. Quantifies</li> </ul> <p>Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
CONTENT STANDARD	WY.6.MA.	MATHEMATICS KNOWLEDGE & SKILLS
BENCHMARK	6.MA.3-5.3.	GEOMETRY, PATTERNS, AND SPATIAL SENSE: The understanding of shapes, their properties, and how objects are related to one another. The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.



GRADE LEVEL EXAMPLE	6.MA.3-5.3.1.	<p>Recognizes and names common shapes—their parts and attributes.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</li> </ul> <p>Objective 21b.5 Emerging to 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
GRADE LEVEL EXAMPLE	6.MA.3-5.3.2.	<p>Combines and separates shapes to make other shapes.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</li> </ul> <p>Objective 21b.7 Emerging to 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
GRADE LEVEL EXAMPLE	6.MA.3-5.3.3.	<p>Compares objects in size and shape.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 22 Compares and measures a. Measures objects</li> </ul> <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
GRADE LEVEL EXAMPLE	6.MA.3-5.3.4.	<p>Can follow directions or name positions of objects, such as “up,” “down,” “in front,” “behind,” “between,” “next to,” and “under.”</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships</li> </ul> <p>Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)</p>
GRADE LEVEL EXAMPLE	6.MA.3-5.3.5.	<p>Sorts, classifies, and serializes (puts in a pattern) objects, such as by color, shape, and size.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 13 Uses classification skills</li> </ul> <p>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p> <ul style="list-style-type: none"> <li>• Objective 23 Demonstrates knowledge of patterns</li> </ul> <p>Objective 23.6 Extends and creates simple repeating patterns</p>



GRADE LEVEL EXAMPLE	6.MA.3-5.3.6.	Recognizes, duplicates, and extends simple patterns.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 23 Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns
GRADE LEVEL EXAMPLE	6.MA.3-5.3.7.	Creates patterns through the repetition of a unit.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 23 Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns
CONTENT STANDARD	WY.6.MA.	MATHEMATICS KNOWLEDGE & SKILLS
BENCHMARK	6.MA.3-5.4.	MEASUREMENT AND COMPARISON: The understanding of attributes and relative properties of objects as related to size, capacity, and area.
GRADE LEVEL EXAMPLE	6.MA.3-5.4.1.	Compares and describes objects using attributes of length, weight, and size (bigger, longer, taller, heavier).  <u><b>GOLD® Objectives for Development and Learning</b></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
GRADE LEVEL EXAMPLE	6.MA.3-5.4.2.	Orders objects by size or length.  <u><b>GOLD® Objectives for Development and Learning</b></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
GRADE LEVEL EXAMPLE	6.MA.3-5.4.3.	Uses nonstandard and standard techniques and tools to measure and compare.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 22 Compares and measures a. Measures objects Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
GRADE LEVEL EXAMPLE	6.MA.3-5.4.4.	Sorts objects by count (more or less).  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
CONTENT STANDARD	WY.7.PDH.	PHYSICAL DEVELOPMENT & HEALTH

BENCHMARK	7.PDH.3-5.1.	PHYSICAL HEALTH STATUS: The maintenance of healthy and age-appropriate physical well-being.
GRADE LEVEL EXAMPLE	7.PDH.3-5.1.1.	Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.  No Correlations
GRADE LEVEL EXAMPLE	7.PDH.3-5.1.2.	Participates in prevention and management of chronic health conditions and avoids toxins such as lead.  No Correlations
GRADE LEVEL EXAMPLE	7.PDH.3-5.1.3.	Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height and age.  No Correlations
GRADE LEVEL EXAMPLE	7.PDH.3-5.1.4.	Gets sufficient rest and exercise to support healthy development.  No Correlations
CONTENT STANDARD	WY.7.PDH.	PHYSICAL DEVELOPMENT & HEALTH
BENCHMARK	7.PHD.3-5.2.	HEALTH KNOWLEDGE AND PRACTICE: The understanding of healthy, safe habits and practicing healthy habits.
GRADE LEVEL EXAMPLE	7.PHD.3-5.2.1.	Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.  <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
GRADE LEVEL EXAMPLE	7.PHD.3-5.2.2.	Communicates an understanding of the importance of health and safety routines and rules.  <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

GRADE LEVEL EXAMPLE	7.PHD.3-5.2.3.	Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.6 Demonstrates confidence in meeting own needs</b>
GRADE LEVEL EXAMPLE	7.PHD.3-5.2.4.	Distinguishes food on a continuum from most healthy to least healthy.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.6 Demonstrates confidence in meeting own needs</b>
GRADE LEVEL EXAMPLE	7.PHD.3-5.2.5.	Eats a variety of nutritious foods.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.6 Demonstrates confidence in meeting own needs</b>
GRADE LEVEL EXAMPLE	7.PHD.3-5.2.6.	Participates in structured and unstructured physical activities.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.6 Demonstrates confidence in meeting own needs</b>
GRADE LEVEL EXAMPLE	7.PHD.3-5.2.7.	Recognizes the importance of doctor and dentist visits.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.6 Demonstrates confidence in meeting own needs</b>
GRADE LEVEL EXAMPLE	7.PHD.3-5.2.8.	Cooperates during doctor and dentist visits and health and developmental screenings.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.6 Demonstrates confidence in meeting own needs</b>
CONTENT STANDARD	WY.7.PDH.	PHYSICAL DEVELOPMENT & HEALTH
BENCHMARK	7.PHD.3-5.3.	GROSS MOTOR: The control of large muscles for movement, navigation, and balance.

GRADE LEVEL EXAMPLE	7.PHD.3-5.3.1.	<p>Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 4 Demonstrates traveling skills  Objective 4.6 Moves purposefully from place to place with control • Objective 5 Demonstrates balancing skills  Objective 5.6 Sustains balance during simple movement experiences</p>
GRADE LEVEL EXAMPLE	7.PHD.3-5.3.2.	<p>Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 6 Demonstrates gross-motor manipulative skills  Objective 6.6 Manipulates balls or similar objects with flexible body movements</p>
GRADE LEVEL EXAMPLE	7.PHD.3-5.3.3.	<p>Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 4 Demonstrates traveling skills  Objective 4.6 Moves purposefully from place to place with control • Objective 5 Demonstrates balancing skills  Objective 5.6 Sustains balance during simple movement experiences  • Objective 6 Demonstrates gross-motor manipulative skills  Objective 6.6 Manipulates balls or similar objects with flexible body movements</p>
CONTENT STANDARD	WY.7.PDH.	PHYSICAL DEVELOPMENT & HEALTH
BENCHMARK	7.PHD.3-5.4.	FINE MOTOR: The control of small muscles for such purposes as using utensils, self-care, building, and exploring.
GRADE LEVEL EXAMPLE	7.PHD.3-5.4.1.	<p>Uses hands to manipulate objects, fasteners, tools, and toys using a variety of grasps.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands  Objective 7a.6 Uses refined wrist and finger movements</p>
GRADE LEVEL EXAMPLE	7.PHD.3-5.4.2.	<p>Turns pages in a book.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands  Objective 7a.6 Uses refined wrist and finger movements</p>



GRADE LEVEL EXAMPLE	7.PHD.3-5.4.3.	Builds block towers and structures with a variety of materials.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
GRADE LEVEL EXAMPLE	7.PHD.3-5.4.4.	Manipulates writing, drawing, and art tools.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
CONTENT STANDARD	WY.8.SC.	SCIENCE KNOWLEDGE & SKILLS
BENCHMARK	8.SC.3-5.1.	SCIENTIFIC SKILLS AND METHOD: The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.
GRADE LEVEL EXAMPLE	8.SC.3-5.1.1.	Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills • Objective 28 Uses tools and other technology to perform tasks
GRADE LEVEL EXAMPLE	8.SC.3-5.1.2.	Observes and discusses common properties, differences, and comparisons among objects.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXAMPLE	8.SC.3-5.1.3.	Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXAMPLE	8.SC.3-5.1.4.	Collects, describes, and records information through discussions, drawings, maps, and charts.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 24 Uses scientific inquiry skills



GRADE LEVEL EXAMPLE	8.SC.3-5.1.5.	Describes and discusses predictions, explanations, and generalizations based on past experience.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 24 Uses scientific inquiry skills</b>
CONTENT STANDARD	WY.8.SC.	SCIENCE KNOWLEDGE & SKILLS
BENCHMARK	8.SC.3-5.2.	CONCEPTUAL KNOWLEDGE OF THE NATURAL AND PHYSICAL WORLD: The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally occurring relationships.
GRADE LEVEL EXAMPLE	8.SC.3-5.2.1.	Observes, describes, and discusses living things and natural processes.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 25 Demonstrates knowledge of the characteristics of living things</b>
GRADE LEVEL EXAMPLE	8.SC.3-5.2.2.	Observes, describes, and discusses properties of materials and transformation of substances.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</b>
GRADE LEVEL EXAMPLE	8.SC.3-5.2.3.	Begins to learn concepts related to: Physical Sciences, Life Sciences, Earth and Space Sciences, and Engineering/Technology/Applications of Science.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 25 Demonstrates knowledge of the characteristics of living things</b> • <b>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</b> • <b>Objective 27 Demonstrates knowledge of Earth's environment</b> • <b>Objective 28 Uses tools and other technology to perform tasks</b>
CONTENT STANDARD	WY.9.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
BENCHMARK	9.SED.3-5.1.	SOCIAL RELATIONSHIPS: The healthy relationships and interactions with adults and peers.
GRADE LEVEL EXAMPLE	9.SED.3-5.1.1.	Communicates with familiar adults and accepts or requests guidance.  <u><b>GOLD® Objectives for Development and Learning</b></u> • <b>Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults</b> <b>Objective 2a.6 Manages separations without distress and engages with trusted adults</b>

GRADE LEVEL EXAMPLE	9.SED.3-5.1.2.	<p>Cooperates with others.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others  Objective 3a.4 Takes turns</p>
GRADE LEVEL EXAMPLE	9.SED.3-5.1.3.	<p>Develops friendships with peers.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 2 Establishes and sustains positive relationships d. Makes friends  Objective 2d.4 Plays with one or two preferred playmates</p>
GRADE LEVEL EXAMPLE	9.SED.3-5.1.4.	<p>Establishes secure relationships with adults.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults  Objective 2a.6 Manages separations without distress and engages with trusted adults</p>
GRADE LEVEL EXAMPLE	9.SED.3-5.1.5.	<p>Uses socially appropriate behavior with peers and adults. Socially appropriate behavior in this age group means participating in activities that promote helping, sharing, and taking turns.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others  Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
GRADE LEVEL EXAMPLE	9.SED.3-5.1.6.	<p>Resolves conflict with peers alone and/or with adult intervention as appropriate.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems  Objective 3b.4 Seeks adult help to resolve social problems</p>
GRADE LEVEL EXAMPLE	9.SED.3-5.1.7.	<p>Uses words and actions to assert self in socially appropriate ways.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems  Objective 3b.4 Seeks adult help to resolve social problems</p>

GRADE LEVEL EXAMPLE	9.SED.3-5.1.8.	<p>Recognizes and labels others' emotions.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues  Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately</p>
GRADE LEVEL EXAMPLE	9.SED.3-5.1.9.	<p>Expresses empathy and sympathy to peers.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues  Objective 2b.4 Demonstrates concern about the feelings of others</p>
GRADE LEVEL EXAMPLE	9.SED.3-5.1.10.	<p>Recognizes how actions affect others and accepts consequences of one's actions.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors a. Manages feelings  Objective 1a.6 Is able to look at a situation differently or delay gratification</p>
GRADE LEVEL EXAMPLE	9.SED.3-5.1.11.	<p>Demonstrates affection in socially appropriate ways by offering compliments, choosing to sit next to a peer, offering a toy, etc.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues  Objective 2b.4 Demonstrates concern about the feelings of others</p>
CONTENT STANDARD	WY.9.SED.	<b>SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>
BENCHMARK	9.SED.3-5.2.	<b>SELF-CONCEPT AND SELF-EFFICACY: The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.</b>
GRADE LEVEL EXAMPLE	9.SED.3-5.2.1.	<p>Identifies personal characteristics, preferences, thoughts, and feelings.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXAMPLE	9.SED.3-5.2.2.	<p>Demonstrates age-appropriate independence in a range of activities, routines, and tasks.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.6 Demonstrates confidence in meeting own needs</p>





GRADE LEVEL EXAMPLE	9.SED.3-5.2.3.	Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.6 Demonstrates confidence in meeting own needs</b>
GRADE LEVEL EXAMPLE	9.SED.3-5.2.4.	Demonstrates age-appropriate independence in decision making regarding activities and materials.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.6 Demonstrates confidence in meeting own needs</b>
CONTENT STANDARD	WY.9.SED.	<b>SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>
BENCHMARK	9.SED.3-5.3.	<b>SELF-REGULATION: The ability to recognize and regulate emotions, attention, impulses, and behavior.</b>
GRADE LEVEL EXAMPLE	9.SED.3-5.3.1.	Recognizes and labels emotions.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <b>Objective 1a.6 Is able to look at a situation differently or delay gratification</b>
GRADE LEVEL EXAMPLE	9.SED.3-5.3.2.	Handles impulses and behavior with minimal direction from adults.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <b>Objective 1a.6 Is able to look at a situation differently or delay gratification</b>
GRADE LEVEL EXAMPLE	9.SED.3-5.3.3.	Follows simple rules, routines, and directions.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <b>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</b>
GRADE LEVEL EXAMPLE	9.SED.3-5.3.4.	Shifts attention between tasks and moves through transitions with minimal direction.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <b>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</b>
CONTENT STANDARD	WY.9.SED.	<b>SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>



<b>BENCHMARK</b>	<b>9.SED.3-5.4.</b>	<b>EMOTIONAL AND BEHAVIORAL HEALTH: A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>9.SED.3-5.4.1.</b>	Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
<b>GRADE LEVEL EXAMPLE</b>	<b>9.SED.3-5.4.2.</b>	Refrains from disruptive, aggressive, angry, or defiant behaviors.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
<b>GRADE LEVEL EXAMPLE</b>	<b>9.SED.3-5.4.3.</b>	Adapts to new environments with appropriate emotions and behaviors.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
<b>CONTENT STANDARD</b>	<b>WY.10.SS.</b>	<b>SOCIAL STUDIES KNOWLEDGE &amp; SKILLS</b>
<b>BENCHMARK</b>	<b>10.SS.3-5.1.</b>	<b>SELF, FAMILY, AND COMMUNITY: The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>10.SS.3-5.1.1.</b>	Identifies personal and family structure.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
<b>GRADE LEVEL EXAMPLE</b>	<b>10.SS.3-5.1.2.</b>	Identifies similarities and respects differences among people.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live
<b>GRADE LEVEL EXAMPLE</b>	<b>10.SS.3-5.1.3.</b>	Recognizes a variety of jobs and the work associated with them.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live
<b>GRADE LEVEL EXAMPLE</b>	<b>10.SS.3-5.1.4.</b>	Explains (or tells) reasons for rules in the home and classroom and for laws in the community.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 30 Shows basic understanding of people and how they live



GRADE LEVEL EXAMPLE	10.SS.3-5.1.5.	Describes or draws aspects of the geography of the classroom, home, and community.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 32 Demonstrates simple geographic knowledge
CONTENT STANDARD	WY.10.SS.	<b>SOCIAL STUDIES KNOWLEDGE &amp; SKILLS</b>
BENCHMARK	10.SS.3-5.2.	<b>PEOPLE AND THE ENVIRONMENT:</b> The understanding of the relationship between people and the environment in which they live.
GRADE LEVEL EXAMPLE	10.SS.3-5.2.1.	Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXAMPLE	10.SS.3-5.2.2.	Recognizes that people share the environment with other people, animals, and plants.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXAMPLE	10.SS.3-5.2.3.	Recognizes how people can take care of the environment through activities, such as recycling.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 27 Demonstrates knowledge of Earth's environment
CONTENT STANDARD	WY.10.SS.	<b>SOCIAL STUDIES KNOWLEDGE &amp; SKILLS</b>
BENCHMARK	10.SS.3-5.3.	<b>HISTORY AND EVENTS:</b> The understanding that events happened in the past and how these events relate to one's self, family, and community.
GRADE LEVEL EXAMPLE	10.SS.3-5.3.1.	Differentiates between past, present, and future.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXAMPLE	10.SS.3-5.3.2.	Recognizes events that happened in the past, such as family or personal history.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXAMPLE	10.SS.3-5.3.3.	Identifies that how people live and what they do changes over time.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 31 Explores change related to familiar people or places

## Wyoming Early Learning Guidelines

Ages birth to 12 months; adopted 2015

CONTENT STANDARD	WY.1.COM.	COMMUNICATION: Language & Literacy
BENCHMARK	1.COM.B-6.	BIRTH TO 6 MONTHS
GRADE LEVEL EXAMPLE	1.COM.B-6.1.	LANGUAGE COMPREHENSION (Receptive Language): Understanding the meaning of feelings and ideas expressed by others. Increased vocabulary development.
EXPECTATION	1.COM.B-6.1.1.	<p>Responds to sounds in the environment—startles or cries to unexpected sound</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages</li> </ul> <p>Objective 11a.2 Pays attention to sights and sounds</p>
EXPECTATION	1.COM.B-6.1.2.	<p>Watches speaker’s face or hands when she is talking or gesturing</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a.</li> </ul> <p>Comprehends language</p> <p>Objective 8a.2 Shows an interest in the speech of others</p>
EXPECTATION	1.COM.B-6.1.3.	<p>Prefers slower, high pitched sounds</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a.</li> </ul> <p>Comprehends language</p> <p>Objective 8a.2 Shows an interest in the speech of others</p>
EXPECTATION	1.COM.B-6.1.4.	<p>Turns and listens intently to familiar voices and sounds</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a.</li> </ul> <p>Comprehends language</p> <p>Objective 8a.2 Shows an interest in the speech of others</p>
CONTENT STANDARD	WY.1.COM.	COMMUNICATION: Language & Literacy
BENCHMARK	1.COM.B-6.	BIRTH TO 6 MONTHS
GRADE LEVEL EXAMPLE	1.COM.B-6.2.	LANGUAGE EXPRESSION (Expressive/language production): Using sounds, gestures, words, phrases, and sentences to express self. Initial expression occurs during social relationships.

EXPECTATION	1.COM.B-6.2.1.	Smiles or vocalizes to initiate social contact  <u><b>GOLD® Objectives for Development and Learning</b></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
EXPECTATION	1.COM.B-6.2.2.	Makes sounds to try and continue interactions  <u><b>GOLD® Objectives for Development and Learning</b></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
EXPECTATION	1.COM.B-6.2.3.	Babbles and talks to self, exploring and playing with many sounds, such as blowing bubbles, and bbb, mmm, etc.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.2 Babbles strings of single consonant sounds and combines sounds
CONTENT STANDARD	WY.1.COM.	COMMUNICATION: Language & Literacy
BENCHMARK	1.COM.B-6.	BIRTH TO 6 MONTHS
GRADE LEVEL EXAMPLE	1.COM.B-6.3.	LITERACY: The foundations of reading and writing (literacy) begin in infancy. Infants and toddlers explore books, listen to songs and nursery rhymes, hear stories, draw and scribble as they build their literacy abilities.
EXPECTATION	1.COM.B-6.3.1.	Looks at pictures of familiar faces or babies  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.1 Emerging to 14a.2 Recognizes people, objects, and animals in pictures or photographs
EXPECTATION	1.COM.B-6.3.2.	Listens to repetition of words, songs, or rhymes  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others

EXPECTATION	1.COM.B-6.3.3.	<p>Enjoys listening to caregiver read out loud while sitting on caregiver's lap and looking at pictures</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <p><b>Objective 17a.2 Shows interest in books</b></p>
CONTENT STANDARD	WY.1.COM.	COMMUNICATION: Language & Literacy
BENCHMARK	1.COM.6-12.	6 TO 12 MONTHS
GRADE LEVEL EXAMPLE	1.COM.6-12.1.	LANGUAGE COMPREHENSION: Language that children are able to understand or comprehend.
EXPECTATION	1.COM.6-12.1.1.	<p>Quiets down or gets excited when hearing a familiar voice</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p><b>Objective 8a.2 Shows an interest in the speech of others</b></p>
EXPECTATION	1.COM.6-12.1.2.	<p>Turns to look at familiar person or object when named</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p><b>Objective 8a.2 Shows an interest in the speech of others</b></p>
EXPECTATION	1.COM.6-12.1.3.	<p>Responds appropriately to familiar words</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p><b>Objective 8a.3 Emerging to 8a.4 Identifies familiar people, animals, and objects when prompted</b></p>
EXPECTATION	1.COM.6-12.1.4.	<p>Shows interest in conversations of others</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p><b>Objective 8a.2 Shows an interest in the speech of others</b></p>
CONTENT STANDARD	WY.1.COM.	COMMUNICATION: Language & Literacy
BENCHMARK	1.COM.6-12.	6 TO 12 MONTHS
GRADE LEVEL EXAMPLE	1.COM.6-12.2.	LANGUAGE EXPRESSION: Language that children are able to say or produce on their own.

EXPECTATION	1.COM.6-12.2.1.	Babbles to self beginning to imitate changes in pitch  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <b>Objective 9b.2 Babbles strings of single consonant sounds and combines sounds</b>
EXPECTATION	1.COM.6-12.2.2.	Uses consistent sound combinations to label specific people or things—mama, dada, baba  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <b>Objective 9a.2 Vocalizes and gestures to communicate</b>
EXPECTATION	1.COM.6-12.2.3.	Responds to words or music with gestures—waves or kisses when saying hi or bye-bye, plays peek-a-boo, or dances to music  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <b>Objective 9a.2 Vocalizes and gestures to communicate</b>
EXPECTATION	1.COM.6-12.2.4.	Uses a few words to express objects or actions—up, go, baba  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <b>Objective 9a.3 Emerging to 9a.4 Names familiar, people, animals, and objects</b>
CONTENT STANDARD	WY.1.COM.	COMMUNICATION: Language & Literacy
BENCHMARK	1.COM.6-12.	6 TO 12 MONTHS
GRADE LEVEL EXAMPLE	1.COM.6-12.3.	LITERACY: The foundations of reading and writing (literacy) begin in infancy. Infants and toddlers explore books, listen to songs and nursery rhymes, hear stories, draw and scribble as they build their literacy abilities.
EXPECTATION	1.COM.6-12.3.1.	Shows increased interest in stories, books, and songs  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <b>Objective 17a.2 Shows interest in books</b>

EXPECTATION	1.COM.6-12.3.2.	Looks at books, can hold book, pats pages  <u><b>GOLD® Objectives for Development and Learning</b></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
EXPECTATION	1.COM.6-12.3.3.	Points to objects, animals, or people in pictures  <u><b>GOLD® Objectives for Development and Learning</b></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
EXPECTATION	1.COM.6-12.3.4.	Explores marking on paper with a variety of materials  <u><b>GOLD® Objectives for Development and Learning</b></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
CONTENT STANDARD	WY.2.SED.	SENSE OF SELF & RELATIONSHIPS: Social & Emotional Development
BENCHMARK	2.SED.B-6.	BIRTH TO 6 MONTHS
GRADE LEVEL EXAMPLE	2.SED.B-6.1.	DEVELOPING A SENSE OF SELF: Children learn about themselves as unique individuals through interactions with the world around them. They develop an awareness of their bodies, feelings, and ability to influence the world around them.
EXPECTATION	2.SED.B-6.1.1.	Begins to show attachment to primary caregiver(s)  <u><b>GOLD® Objectives for Development and Learning</b></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
EXPECTATION	2.SED.B-6.1.2.	Develops awareness of hands, fingers, feet, toes, and face. Enjoys looking at own face in a mirror  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment



EXPECTATION	2.SED.B-6.1.3.	<p>Recognizes that adults respond to baby's cues</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults</li> </ul> <p>Objective 2a.2 Demonstrates a secure attachment to one or more adults</p>
EXPECTATION	2.SED.B-6.1.4.	<p>Begins to develop social skills by smiling back at caregiver(s), imitating facial expressions, and smiling at familiar people</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</li> </ul> <p>Objective 9a.2 Vocalizes and gestures to communicate</p>
CONTENT STANDARD	WY.2.SED.	SENSE OF SELF & RELATIONSHIPS: Social & Emotional Development
BENCHMARK	2.SED.B-6.	BIRTH TO 6 MONTHS
GRADE LEVEL EXAMPLE	2.SED.B-6.2.	SOCIAL INTERACTIONS & FEELINGS: Infants and toddlers develop the beginnings of social skills as they observe and interact with other people. They form attachments, show care and concern for others, and learn how to play with others. They learn to express their wants, needs, and emotions. As they grow and develop, they gain control over some of their feelings and learn new ways to express them.
EXPECTATION	2.SED.B-6.2.1.	<p>Shows increasing alertness during waking periods and is awake for longer periods of time</p> <p>No Correlations</p>
EXPECTATION	2.SED.B-6.2.2.	<p>Calms when rocked, swaddled, or held. Enjoys being gently bounced or moved around</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p>Objective 1a.2 Uses adult support to calm self</p>
EXPECTATION	2.SED.B-6.2.3.	<p>Communicates being overwhelmed through yawning, fussing, turning away, arching back, and extending arms and legs</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p>Objective 1a.2 Uses adult support to calm self</p>
EXPECTATION	2.SED.B-6.2.4.	<p>Smiles and coos to show happiness. Cries to communicate distress or pain</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p>Objective 1a.2 Uses adult support to calm self</p>

EXPECTATION	2.SED.B-6.2.5.	Becomes upset or irritable when regular routine is disrupted  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
EXPECTATION	2.SED.B-6.2.6.	Demonstrates increasing ability to calm self  <u><b>GOLD® Objectives for Development and Learning</b></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
EXPECTATION	2.SED.B-6.2.7.	Shows distress when another baby is crying  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
EXPECTATION	2.SED.B-6.2.8.	Uses whole body to express emotion  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
CONTENT STANDARD	WY.2.SED.	<b>SENSE OF SELF &amp; RELATIONSHIPS: Social &amp; Emotional Development</b>
BENCHMARK	2.SED.6-12.	<b>6 TO 12 MONTHS</b>
GRADE LEVEL EXAMPLE	2.SED.6-12.1.	<b>DEVELOPING A SENSE OF SELF:</b> Children learn about themselves as unique individuals through interactions with the world around them. They develop an awareness of their bodies, feelings, and ability to influence the world around them.
EXPECTATION	2.SED.6-12.1.1.	Shows interest in their image in a mirror (stares, smiles, reaches out to touch image)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
EXPECTATION	2.SED.6-12.1.2.	Explores face and body parts of others—touches face, pats cheek, explores hands, etc.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment

EXPECTATION	2.SED.6-12.1.3.	<p>Responds to own name</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p>Objective 8a.2 Shows an interest in the speech of others</p>
EXPECTATION	2.SED.6-12.1.4.	<p>Shows preference for certain foods, textures, sounds, and music</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
CONTENT STANDARD	WY.2.SED.	SENSE OF SELF & RELATIONSHIPS: Social & Emotional Development
BENCHMARK	2.SED.6-12.	6 TO 12 MONTHS
GRADE LEVEL EXAMPLE	2.SED.6-12.2.	<p><b>SOCIAL INTERACTIONS &amp; FEELINGS:</b> Infants and toddlers develop the beginnings of social skills as they observe and interact with other people. They form attachments, show care and concern for others, and learn how to play with others. They learn to express their wants, needs, and emotions. As they grow and develop, they gain control over some of their feelings and learn new ways to express them.</p>
EXPECTATION	2.SED.6-12.2.1.	<p>Begins to sleep for extended/longer periods during the night by exploring ways to go back to sleep, such as pacifier, comfort object, thumb-sucking, or music</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p>Objective 1a.4 Comforts self by seeking out special object or person</p>
EXPECTATION	2.SED.6-12.2.2.	<p>Prefers to be with a familiar person and reacts when separated</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults</li> </ul> <p>Objective 2a.2 Demonstrates a secure attachment to one or more adults</p>
EXPECTATION	2.SED.6-12.2.3.	<p>Reacts to changes in established routines by fussing, crying, or showing discontent</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>

EXPECTATION	2.SED.6-12.2.4.	Communicates needs through gestures, vocalizations, and cries  <u><b>GOLD® Objectives for Development and Learning</b></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
EXPECTATION	2.SED.6-12.2.5.	Responds to other baby's feelings and interactions  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
EXPECTATION	2.SED.6-12.2.6.	Begins to respond to supportive guidance—distraction, accepting a substitute item, etc.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.2 Responds to changes in an adult's tone of voice and expression
CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.B-6.	BIRTH TO 6 MONTHS
GRADE LEVEL EXAMPLE	3.AL.B-6.1.	EXPLORATION AND DISCOVERY: Experiencing things, developing curiosity, and inquiring about the world.
EXPECTATION	3.AL.B-6.1.1.	Reacts to touch by moving feet, hands, and head  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
EXPECTATION	3.AL.B-6.1.2.	Turns head toward caregiver's voice—gazes, moves arms or legs  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
EXPECTATION	3.AL.B-6.1.3.	Responds to touch or sound with purposeful movements—kicks feet, moves arms, or coos in response to caregiver's interaction  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment

EXPECTATION	3.AL.B-6.1.4.	<p>Watches people, objects, and activities intently</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
EXPECTATION	3.AL.B-6.1.5.	<p>Reacts to new objects, voices, sounds, and touches by becoming more active or quiet</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
EXPECTATION	3.AL.B-6.1.6.	<p>Explores single object held nearby or in own grasp</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.B-6.	BIRTH TO 6 MONTHS
GRADE LEVEL EXAMPLE	3.AL.B-6.2.	PROBLEM SOLVING AND CREATIVE EXPRESSION: Developing the ability to find a solution to a simple problem and learning to be creative in self-expression.
EXPECTATION	3.AL.B-6.2.1.	<p>Reacts to the rhythm of simple daily routines—rocking to sleep, listening to familiar adult talking or singing, being carried and handed to caregiver</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p>Objective 1a.2 Uses adult support to calm self</p>
EXPECTATION	3.AL.B-6.2.2.	<p>Engages in self-soothing activities—sucks thumb, fingers, or fist; cries softly and rhythmically; rubs hand over soft texture</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors a. Manages feelings</li> </ul> <p>Objective 1a.3 Emerging to 1a.4 Comforts self by seeking out special object or person</p>
EXPECTATION	3.AL.B-6.2.3.	<p>Prepares body to be lifted by familiar adult—reaches with arms, moves body in anticipation</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>



CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.B-6.	BIRTH TO 6 MONTHS
GRADE LEVEL EXAMPLE	3.AL.B-6.2.	PROBLEM SOLVING AND CREATIVE EXPRESSION: Developing the ability to find a solution to a simple problem and learning to be creative in self-expression.
EXPECTATION	3.AL.B-6.2.4.	Experiments with behaviors that make something happen
EXPECTATION	3.AL.B-6.2.4.1.	Splashes water to make object move  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
EXPECTATION	3.AL.B-6.2.4.2.	Makes sounds or moves to keep familiar adult's attention  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.B-6.	BIRTH TO 6 MONTHS
GRADE LEVEL EXAMPLE	3.AL.B-6.3.	CONCEPT DEVELOPMENT AND MEMORY: Understanding cause and effect and the permanence of things. Developing memory skills.
EXPECTATION	3.AL.B-6.3.1.	Holds attention of adults by smiling, vocalizing, and gesturing  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
EXPECTATION	3.AL.B-6.3.2.	Uses more than one sense at a time—when holding a toy will shake it, look at it, and listen for a sound  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
EXPECTATION	3.AL.B-6.3.3.	Follows path of dropped object—looks down when dropping a toy  <u><b>GOLD® Objectives for Development and Learning</b></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
CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.B-6.	BIRTH TO 6 MONTHS



GRADE LEVEL EXAMPLE	3.AL.B-6.3.	CONCEPT DEVELOPMENT AND MEMORY: Understanding cause and effect and the permanence of things. Developing memory skills.
EXPECTATION	3.AL.B-6.3.4.	Enjoys repeating sounds and actions
EXPECTATION	3.AL.B-6.3.4.1.	Transfers an object from hand to hand  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
EXPECTATION	3.AL.B-6.3.4.2.	Bangs an object again to repeat the sound  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.6-12.	6 TO 12 MONTHS
GRADE LEVEL EXAMPLE	3.AL.6-12.1.	EXPLORATION AND DISCOVERY: Experiencing things, developing curiosity and inquiring about the world.
EXPECTATION	3.AL.6-12.1.1.	Manipulates things in the environment and watches what happens—bangs on table with object or hand; fingers, touches, and mouths objects  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
EXPECTATION	3.AL.6-12.1.2.	Notices new people and objects in familiar environment  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
EXPECTATION	3.AL.6-12.1.3.	Uses several senses at once to explore environment—mouths and holds a toy  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment



EXPECTATION	3.AL.6-12.1.4.	Demonstrates intense curiosity through constant exploration  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.6-12.	6 TO 12 MONTHS
GRADE LEVEL EXAMPLE	3.AL.6-12.2.	PROBLEM SOLVING AND CREATIVE EXPRESSION: Developing the ability to find a solution to a simple problem and learning to be creative in self-expression.
EXPECTATION	3.AL.6-12.2.1.	Problem solves by moving body towards object of interest—rolls toward an item of interest  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
EXPECTATION	3.AL.6-12.2.2.	Begins to stay with an activity until successful by trying different approaches  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
EXPECTATION	3.AL.6-12.2.3.	Picks up piece of food and tries to put it in mouth  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
EXPECTATION	3.AL.6-12.2.4.	Begins to explore art materials  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
EXPECTATION	3.AL.6-12.2.5.	Seeks assistance from caregiver to solve problem using vocalizations, gestures, and facial expressions  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.6-12.	6 TO 12 MONTHS



GRADE LEVEL EXAMPLE	3.AL.6-12.3.	CONCEPT DEVELOPMENT AND MEMORY: Understanding cause and effect and the permanence of things. Developing memory skills.
EXPECTATION	3.AL.6-12.3.1.	Remembers simple games and objects from the day before—Pat-a-Cake, So-Big, Peek-a-Boo  <u><b>GOLD® Objectives for Development and Learning</b></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
CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.6-12.	6 TO 12 MONTHS
GRADE LEVEL EXAMPLE	3.AL.6-12.3.	CONCEPT DEVELOPMENT AND MEMORY: Understanding cause and effect and the permanence of things. Developing memory skills.
EXPECTATION	3.AL.6-12.3.2.	Discovers repeated actions have similar effects
EXPECTATION	3.AL.6-12.3.2.1.	Someone picks up dropped toy each time  <u><b>GOLD® Objectives for Development and Learning</b></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
EXPECTATION	3.AL.6-12.3.2.2.	Pushing a button on a toy causes a noise  <u><b>GOLD® Objectives for Development and Learning</b></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
CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.6-12.	6 TO 12 MONTHS
GRADE LEVEL EXAMPLE	3.AL.6-12.3.	CONCEPT DEVELOPMENT AND MEMORY: Understanding cause and effect and the permanence of things. Developing memory skills.
EXPECTATION	3.AL.6-12.3.3.	Uses some objects for their real purpose/function—cup for drinking, spoon for eating  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.1 Emerging to 12b.2 Looks for familiar persons when they are named; relates objects to events

EXPECTATION	3.AL.6-12.3.4.	Understands “more” in reference to food or play  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.1 Emerging to 20b.2 Demonstrates understanding of the concepts of one, two, and more
EXPECTATION	3.AL.6-12.3.5.	In play, imitates aspects of daily routine—rocks baby doll to sleep, feeds stuffed animal  <u><b>GOLD® Objectives for Development and Learning</b></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
EXPECTATION	3.AL.6-12.3.6.	Imitates older peer’s or caregiver’s actions—clapping hands, using baby sign language, hugging stuffed animal  <u><b>GOLD® Objectives for Development and Learning</b></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
CONTENT STANDARD	WY.4.PHD.	STRONG & HEALTHY BODIES: Physical Health and Development
BENCHMARK	4.PHD.B-6.	BIRTH TO 6 MONTHS
GRADE LEVEL EXAMPLE	4.PHD.B-6.1.	GROSS MOTOR: Gross motor refers to the use and control of the large muscles, such as head, back, arms, and legs, allowing infants and toddlers to explore and interact with people and their environment.
EXPECTATION	4.PHD.B-6.1.1.	Turns head toward nipple or caregiver’s face while being held  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
EXPECTATION	4.PHD.B-6.1.2.	Actively explores moving arms, legs, and head while on tummy or back  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
EXPECTATION	4.PHD.B-6.1.3.	Rolls from back to stomach and stomach to back  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment

EXPECTATION	4.PHD.B-6.1.4.	May move from place to place by rolling  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.2 Moves to explore immediate environment</b>
EXPECTATION	4.PHD.B-6.1.5.	Sits with support on caregiver's lap or cushions  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 5 Demonstrates balancing skills <b>Objective 5.2 Balances while exploring immediate environment</b>
EXPECTATION	4.PHD.B-6.1.6.	Enjoys bouncing when held in standing position on caregiver's lap  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 5 Demonstrates balancing skills <b>Objective 5.2 Balances while exploring immediate environment</b>
CONTENT STANDARD	WY.4.PHD.	<b>STRONG &amp; HEALTHY BODIES: Physical Health and Development</b>
BENCHMARK	4.PHD.B-6.	<b>BIRTH TO 6 MONTHS</b>
GRADE LEVEL EXAMPLE	4.PHD.B-6.2.	<b>FINE MOTOR:</b> Fine motor refers to the small muscles of the hands, arms, legs, and feet that children use to move objects. Infants and toddlers develop finger and hand and eye coordination allowing them to explore toys, pick up food, and begin to draw and scribble.
EXPECTATION	4.PHD.B-6.2.1.	Grasps finger when placed in her hand  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <b>Objective 7a.2 Reaches for, touches, and holds objects purposefully</b>
EXPECTATION	4.PHD.B-6.2.2.	Shows awareness of hands and begins to use hands to hold breast/bottle during feeding time  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <b>Objective 7a.2 Reaches for, touches, and holds objects purposefully</b>
EXPECTATION	4.PHD.B-6.2.3.	Follows a slowly moving object with eyes  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <b>Objective 11a.2 Pays attention to sights and sounds</b>

EXPECTATION	4.PHD.B-6.2.4.	Uses hands to bring objects to mouth, such as toes, fingers, toys placed in hands  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <b>Objective 7a.2 Reaches for, touches, and holds objects purposefully</b>
CONTENT STANDARD	WY.4.PHD.	<b>STRONG &amp; HEALTHY BODIES: Physical Health and Development</b>
BENCHMARK	4.PHD.6-12.	<b>6 TO 12 MONTHS</b>
GRADE LEVEL EXAMPLE	4.PHD.6-12.1.	<b>GROSS MOTOR: Gross motor refers to the use and control of the large muscles, such as head, back, arms, and legs, allowing infants and toddlers to explore and interact with people and their environment.</b>
EXPECTATION	4.PHD.6-12.1.1.	Able to sit up without support  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 5 Demonstrates balancing skills <b>Objective 5.2 Balances while exploring immediate environment</b>
EXPECTATION	4.PHD.6-12.1.2.	May crawl, scoot, or creep to get where baby wants to go  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.2 Moves to explore immediate environment</b>
CONTENT STANDARD	WY.4.PHD.	<b>STRONG &amp; HEALTHY BODIES: Physical Health and Development</b>
BENCHMARK	4.PHD.6-12.	<b>6 TO 12 MONTHS</b>
GRADE LEVEL EXAMPLE	4.PHD.6-12.1.	<b>GROSS MOTOR: Gross motor refers to the use and control of the large muscles, such as head, back, arms, and legs, allowing infants and toddlers to explore and interact with people and their environment.</b>
EXPECTATION	4.PHD.6-12.1.3.	<b>Develops ability to stand (usually in this order)</b>
EXPECTATION	4.PHD.6-12.1.3.1.	Pulls to stand  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.2 Moves to explore immediate environment</b>
EXPECTATION	4.PHD.6-12.1.3.2.	Stands and “cruises” while holding onto furniture  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.2 Moves to explore immediate environment</b>

EXPECTATION	4.PHD.6-12.1.3.3.	<p>Stands alone</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p><b>Objective 4.2 Moves to explore immediate environment</b></p>
CONTENT STANDARD	WY.4.PHD.	<b>STRONG &amp; HEALTHY BODIES: Physical Health and Development</b>
BENCHMARK	4.PHD.6-12.	<b>6 TO 12 MONTHS</b>
GRADE LEVEL EXAMPLE	4.PHD.6-12.2.	<b>FINE MOTOR:</b> Fine motor refers to the small muscles of the hands, arms, legs, and feet that children use to move objects. Infants and toddlers develop finger and hand and eye coordination allowing them to explore toys, pick up food, and begin to draw and scribble.
EXPECTATION	4.PHD.6-12.2.1.	<p>Swipes at and gets desired object</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.2 Reaches for, touches, and holds objects purposefully</b></p>
EXPECTATION	4.PHD.6-12.2.2.	<p>Manipulates object in hand, moves object from one hand to the other</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.2 Reaches for, touches, and holds objects purposefully</b></p>
EXPECTATION	4.PHD.6-12.2.3.	<p>Picks up and looks at small object using thumb and index finger</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.2 Reaches for, touches, and holds objects purposefully</b></p>
EXPECTATION	4.PHD.6-12.2.4.	<p>Begins to grasp, release, and manipulate objects, such as putting blocks in a container</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p><b>Objective 7a.2 Reaches for, touches, and holds objects purposefully</b></p>
CONTENT STANDARD	WY.4.PHD.	<b>STRONG &amp; HEALTHY BODIES: Physical Health and Development</b>
BENCHMARK	4.PHD.6-12.	<b>6 TO 12 MONTHS</b>
GRADE LEVEL EXAMPLE	4.PHD.6-12.3.	<b>SELF-HELP:</b> Infants and toddlers develop a growing awareness and interest in their own needs. They first get their needs met by communicating with trusted adults. Then they begin to participate in taking care of themselves.



EXPECTATION	4.PHD.6-12.3.1.	<p>Begins finger feeding self small pieces of food, such as a piece of biscuit or other finger foods</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p>Objective 7a.2 Reaches for, touches, and holds objects purposefully</p>
EXPECTATION	4.PHD.6-12.3.2.	<p>Cooperates with caregiver during care routines such as diapering, dressing, etc.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>

## Wyoming Early Learning Guidelines

Ages 12 to 18 months; adopted 2015

CONTENT STANDARD	WY.1.COM.	COMMUNICATION: Language & Literacy
BENCHMARK	1.COM.12-18.	12 TO 18 MONTHS
GRADE LEVEL EXAMPLE	1.COM.12-18.1.	LANGUAGE COMPREHENSION: Language that children are able to understand or comprehend.
EXPECTATION	1.COM.12-18.1.1.	<p>Understands the words that are used to name common objects</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p>Objective 8a.3 Emerging to 8a.4 Identifies familiar people, animals, and objects when prompted</p>
EXPECTATION	1.COM.12-18.1.2.	<p>Enjoys listening to stories, songs and finger plays</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p>Objective 8a.3 Emerging to 8a.4 Identifies familiar people, animals, and objects when prompted</p>



EXPECTATION	1.COM.12-18.1.3.	<p>Follows simple instructions—“Please bring me the ball”</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language b. Follows directions</li> </ul> <p>Objective 8b.4 Follows simple requests not accompanied by gestures</p>
EXPECTATION	1.COM.12-18.1.4.	<p>Understands over 50 words in his/her home language</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
CONTENT STANDARD	WY.1.COM.	COMMUNICATION: Language & Literacy
BENCHMARK	1.COM.12-18.	12 TO 18 MONTHS
GRADE LEVEL EXAMPLE	1.COM.12-18.2.	LANGUAGE EXPRESSION: Language that children are able to say or produce on their own.
EXPECTATION	1.COM.12-18.2.1.	<p>Vocalizes familiar words when read or sung to</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</li> </ul> <p>Objective 9a.4 Names familiar, people, animals, and objects</p>
EXPECTATION	1.COM.12-18.2.2.	<p>Begins to speak in short sentences—“Me go”</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar</li> </ul> <p>Objective 9c.2 Uses one- or two-word sentences or phrases</p>
EXPECTATION	1.COM.12-18.2.3.	<p>Uses 8–10 understandable words, e.g. dada, ball, up, baba, etc.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs b. Speaks clearly</li> </ul> <p>Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>
EXPECTATION	1.COM.12-18.2.4.	<p>Imitates words and adult actions that go along with simple songs and rhymes—Row, row, row your boat</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</li> </ul> <p>Objective 9a.4 Names familiar, people, animals, and objects</p>



EXPECTATION	1.COM.12-18.2.5.	<p>Uses non-verbal gestures, and begins to combine words and gestures</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</li> </ul> <p>Objective 9a.3 Emerging to 9a.4 Names familiar, people, animals, and objects</p>
EXPECTATION	1.COM.12-18.2.6.	<p>Begins to change volume and reflect emotion to communicate meaning</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs b. Speaks clearly</li> </ul> <p>Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>
CONTENT STANDARD	WY.1.COM.	COMMUNICATION: Language & Literacy
BENCHMARK	1.COM.12-18.	12 TO 18 MONTHS
GRADE LEVEL EXAMPLE	1.COM.12-18.3.	LITERACY: The foundations of reading and writing (literacy) begin in infancy. Infants and toddlers explore books, listen to songs and nursery rhymes, hear stories, draw and scribble as they build their literacy abilities.
EXPECTATION	1.COM.12-18.3.1.	<p>Sits on caregiver's lap and pays attention as she reads a simple book</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <p>Objective 17a.2 Shows interest in books</p>
EXPECTATION	1.COM.12-18.3.2.	<p>Pats pages and likes books with flaps, textures</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <p>Objective 17a.2 Shows interest in books</p>
EXPECTATION	1.COM.12-18.3.3.	<p>Shows preference for certain books</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <p>Objective 17a.2 Shows interest in books</p>
EXPECTATION	1.COM.12-18.3.4.	<p>Begins to imitate writing by making own mark or scribble</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</li> </ul> <p>Objective 19b.1 Emerging to 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message</p>





EXPECTATION	1.COM.12-18.3.5.	Makes strokes on paper with paint brush and picks up crayons and markers using fist  <u><b>GOLD® Objectives for Development and Learning</b></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
CONTENT STANDARD	WY.2.SED.	SENSE OF SELF & RELATIONSHIPS: Social & Emotional Development
BENCHMARK	2.SED.12-18.	12 TO 18 MONTHS
GRADE LEVEL EXAMPLE	2.SED.12-18.1.	DEVELOPING A SENSE OF SELF: Children learn about themselves as unique individuals through interactions with the world around them. They develop an awareness of their bodies, feelings, and ability to influence the world around them.
EXPECTATION	2.SED.12-18.1.1.	Recognizes self in mirror by smiling, patting, and vocalizing  <u><b>GOLD® Objectives for Development and Learning</b></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
EXPECTATION	2.SED.12-18.1.2.	Can touch parts of the body when asked such as nose, ear, toe, and head  <u><b>GOLD® Objectives for Development and Learning</b></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
EXPECTATION	2.SED.12-18.1.3.	Explores environment and shows preference for certain toys, activities, clothing, and experiences  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
EXPECTATION	2.SED.12-18.1.4.	Repeats behaviors to get attention—banging, vocalizing, etc.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self

EXPECTATION	2.SED.12-18.1.5.	Begins to demonstrate strong will and tests limits as she develops independence  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
EXPECTATION	2.SED.12-18.1.6.	Allows adults to distract him or negotiate disputes  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
CONTENT STANDARD	WY.2.SED.	SENSE OF SELF & RELATIONSHIPS: Social & Emotional Development
BENCHMARK	2.SED.12-18.	12 TO 18 MONTHS
GRADE LEVEL EXAMPLE	2.SED.12-18.2.	<b>SOCIAL INTERACTIONS &amp; FEELINGS:</b> Infants and toddlers develop the beginnings of social skills as they observe and interact with other people. They form attachments, show care and concern for others, and learn how to play with others. They learn to express their wants, needs, and emotions. As they grow and develop, they gain control over some of their feelings and learn new ways to express them.
EXPECTATION	2.SED.12-18.2.1.	Clings to primary caregiver upon separation  <u><b>GOLD® Objectives for Development and Learning</b></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
EXPECTATION	2.SED.12-18.2.2.	Has strong feelings that may be demonstrated physically—hitting, pulling hair, and biting  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
EXPECTATION	2.SED.12-18.2.3.	Expresses different emotions such as affection, delight, frustration, and shyness  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
EXPECTATION	2.SED.12-18.2.4.	Uses body language and facial expressions to communicate feelings  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person

EXPECTATION	2.SED.12-18.2.5.	<p>Begins to respond to supportive guidance—may need help to stop unsafe behavior</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations</li> </ul> <p>Objective 1b.3 Emerging to 1b.4 Accepts redirection from adults</p>
EXPECTATION	2.SED.12-18.2.6.	<p>Looks to caregiver(s) for help and for cues about behavior</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults</li> </ul> <p>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p>
EXPECTATION	2.SED.12-18.2.7.	<p>Shows interest in other children by watching and tracking behavior—follows them around, imitates behavior, begins to play alongside peers</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 2 Establishes and sustains positive relationships c. Interacts with peers</li> </ul> <p>Objective 2c.2 Plays near other children; uses similar materials or actions</p>
CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.12-18.	12 TO 18 MONTHS
GRADE LEVEL EXAMPLE	3.AL.12-18.1.	EXPLORATION AND DISCOVERY: Experiencing things, developing curiosity, and inquiring about the world.
EXPECTATION	3.AL.12-18.1.1.	<p>Explores different textures in the natural environment on their own</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
EXPECTATION	3.AL.12-18.1.2.	<p>Continues to show curiosity about surroundings and becomes more interested in exploring new activities and environments</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
EXPECTATION	3.AL.12-18.1.3.	<p>Notifies changes in play materials—adding more play dough, cutting pieces, pounding with object</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.2 Uses senses to explore the immediate environment</p>



CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.12-18.	12 TO 18 MONTHS
GRADE LEVEL EXAMPLE	3.AL.12-18.2.	PROBLEM SOLVING AND CREATIVE EXPRESSION: Developing the ability to find a solution to a simple problem and learning to be creative in self-expression.
EXPECTATION	3.AL.12-18.2.1.	Begins to solve simple problems:
EXPECTATION	3.AL.12-18.2.1.1.	<p>Tries to climb to reach a desired object</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 11 Demonstrates positive approaches to learning c. Solves problems  Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>
EXPECTATION	3.AL.12-18.2.1.2.	<p>Tries to open doors and cupboards</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 11 Demonstrates positive approaches to learning c. Solves problems  Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>
CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.12-18.	12 TO 18 MONTHS
GRADE LEVEL EXAMPLE	3.AL.12-18.2.	PROBLEM SOLVING AND CREATIVE EXPRESSION: Developing the ability to find a solution to a simple problem and learning to be creative in self-expression.
EXPECTATION	3.AL.12-18.2.2.	<p>Uses active exploration and trial and error to figure out how things work</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 11 Demonstrates positive approaches to learning c. Solves problems  Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>
EXPECTATION	3.AL.12-18.2.3.	<p>Engages in imaginative play using props—pretends to feed the baby, drive the car, build a house</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • 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</p>
CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.12-18.	12 TO 18 MONTHS
GRADE LEVEL EXAMPLE	3.AL.12-18.3.	CONCEPT DEVELOPMENT AND MEMORY: Understanding cause and effect and the permanence of things. Developing memory skills.

EXPECTATION	3.AL.12-18.3.1.	<p>Follows simple directions and consistent routines—"Please get your shoes; we are going outside"</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences b. Makes connections</li> </ul> <p>Objective 12b.2 Looks for familiar persons when they are named; relates objects to events</p>
EXPECTATION	3.AL.12-18.3.2.	<p>Remembers the games and objects from the day before</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences a. Recognizes and recalls</li> </ul> <p>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
EXPECTATION	3.AL.12-18.3.3.	<p>Points to an object when named by the caregiver(s)—Child points in response when asked, "Where's the doggie?"</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences a. Recognizes and recalls</li> </ul> <p>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
EXPECTATION	3.AL.12-18.3.4.	<p>Recognizes position words such as in, out, up, down, under, behind</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships</li> </ul> <p>Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)</p>
EXPECTATION	3.AL.12-18.3.5.	<p>Begins to build an understanding of quantity, such as "all", "all gone", "more", "one more"</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations b. Quantifies</li> </ul> <p>Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more</p>
CONTENT STANDARD	WY.4.PHD.	<b>STRONG &amp; HEALTHY BODIES: Physical Health and Development</b>
BENCHMARK	4.PHD.12-18.	<b>12 TO 18 MONTHS</b>
GRADE LEVEL EXAMPLE	4.PHD.12-18.1.	<b>GROSS MOTOR:</b> Gross motor refers to the use and control of the large muscles, such as head, back, arms, and legs, allowing infants and toddlers to explore and interact with people and their environment.



EXPECTATION	4.PHD.12-18.1.1.	<p>Walks alone with increasing confidence</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p>Objective 4.4 Experiments with different ways of moving</p>
EXPECTATION	4.PHD.12-18.1.2.	<p>Throws, carries, pushes, and pulls objects</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 6 Demonstrates gross-motor manipulative skills</li> </ul> <p>Objective 6.6 Manipulates balls or similar objects with flexible body movements</p>
EXPECTATION	4.PHD.12-18.1.3.	<p>Walks up stairs holding a hand</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p>Objective 4.4 Experiments with different ways of moving</p>
EXPECTATION	4.PHD.12-18.1.4.	<p>Climbs simple structures</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p>Objective 5.4 Experiments with different ways of balancing</p>
EXPECTATION	4.PHD.12-18.1.5.	<p>Squats and stands again</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p>Objective 4.4 Experiments with different ways of moving</p>
EXPECTATION	4.PHD.12-18.1.6.	<p>Begins to run, but awkwardly</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p>Objective 4.4 Experiments with different ways of moving</p>
CONTENT STANDARD	WY.4.PHD.	<b>STRONG &amp; HEALTHY BODIES: Physical Health and Development</b>
BENCHMARK	4.PHD.12-18.	<b>12 TO 18 MONTHS</b>
GRADE LEVEL EXAMPLE	4.PHD.12-18.2.	<b>FINE MOTOR:</b> Fine motor refers to the small muscles of the hands, arms, legs, and feet that children use to move objects. Infants and toddlers develop finger and hand and eye coordination allowing them to explore toys, pick up food, and begin to draw and scribble.

EXPECTATION	4.PHD.12-18.2.1.	<p>Uses thumb and forefinger to pick up small items</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
EXPECTATION	4.PHD.12-18.2.2.	<p>Turns pages in a book</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
EXPECTATION	4.PHD.12-18.2.3.	<p>Shows interest in exploring sensory and art materials</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools</li> </ul> <p>Objective 7b.2 Grasps drawing and writing tools, jabbing at paper</p>
CONTENT STANDARD	WY.4.PHD.	STRONG & HEALTHY BODIES: Physical Health and Development
BENCHMARK	4.PHD.12-18.	12 TO 18 MONTHS
GRADE LEVEL EXAMPLE	4.PHD.12-18.3.	SELF-HELP: Infants and toddlers develop a growing awareness and interest in their own needs. They first get their needs met by communicating with trusted adults. Then they begin to participate in taking care of themselves.
EXPECTATION	4.PHD.12-18.3.1.	<p>Undresses self with some assistance</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.4 Seeks to do things for self</p>
EXPECTATION	4.PHD.12-18.3.2.	<p>Picks up food with fingers—exploring different textures or tastes</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.4 Seeks to do things for self</p>
EXPECTATION	4.PHD.12-18.3.3.	<p>Feeds self by handling a cup with minimal spilling or a spoon for self-feeding</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.4 Seeks to do things for self</p>



EXPECTATION	4.PHD.12-18.3.4.	Assists with dressing, undressing, diapering  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
EXPECTATION	4.PHD.12-18.3.5.	Washes and dries hands with assistance  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self

## Wyoming Early Learning Guidelines

Ages 18 to 36 months; adopted 2015

CONTENT STANDARD	WY.1.COM.	COMMUNICATION: Language & Literacy
BENCHMARK	1.COM.18-24.	18 TO 24 MONTHS
GRADE LEVEL EXAMPLE	1.COM.18-24.1.	LANGUAGE COMPREHENSION: Language that children are able to understand or comprehend.
EXPECTATION	1.COM.18-24.1.1.	Uses actions in chants and finger plays started by caregiver  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
EXPECTATION	1.COM.18-24.1.2.	Responds to action words by performing the action—waves when caregiver says, “Wave bye bye”; dances when caregiver says, “Let’s dance to the music”  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted





EXPECTATION	1.COM.18-24.1.3.	<p>Enjoys learning new vocabulary and new concepts. Identifies some people, objects, and actions by name</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 8 Listens to and understands increasingly complex language a. Comprehends language  Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
EXPECTATION	1.COM.18-24.1.4.	<p>Responds to questions such as “What is she doing?” or “What do you want for a snack?”</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 8 Listens to and understands increasingly complex language a. Comprehends language  Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
CONTENT STANDARD	WY.1.COM.	COMMUNICATION: Language & Literacy
BENCHMARK	1.COM.18-24.	18 TO 24 MONTHS
GRADE LEVEL EXAMPLE	1.COM.18-24.2.	LANGUAGE EXPRESSION: Language that children are able to say or produce on their own.
EXPECTATION	1.COM.18-24.2.1.	<p>Needs are met by asking for objects by name</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary  Objective 9a.4 Names familiar, people, animals, and objects</p>
EXPECTATION	1.COM.18-24.2.2.	<p>Puts words together to make 2–3 word simple sentences</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar  Objective 9c.3 Emerging to 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
EXPECTATION	1.COM.18-24.2.3.	<p>Talks about what is happening in a familiar book</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts  Objective 18c.1 Emerging to 18c.2 Retells some events or information from a familiar story or other text with close adult prompting</p>

EXPECTATION	1.COM.18-24.2.4.	<p>Uses 2–3 words to talk to self or others about things they are working on, things they are doing and events of the day</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 37 Demonstrates progress in listening to and understanding English</li> </ul> <p>Objective 37.2 Observes others as they converse in English during play or other small group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs b. Speaks clearly</li> </ul> <p>Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>
EXPECTATION	1.COM.18-24.2.5.	<p>Learns and says new words building toward a base of 50 words</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 37 Demonstrates progress in listening to and understanding English</li> </ul> <p>Objective 37.2 Observes others as they converse in English during play or other small group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</p> <ul style="list-style-type: none"> <li>• Objective 38 Demonstrates progress in speaking English</li> </ul> <p>Objective 38.4 Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs b. Speaks clearly</li> </ul> <p>Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>
CONTENT STANDARD	WY.1.COM.	COMMUNICATION: Language & Literacy
BENCHMARK	1.COM.18-24.	18 TO 24 MONTHS
GRADE LEVEL EXAMPLE	1.COM.18-24.3.	LITERACY: The foundations of reading and writing (literacy) begin in infancy. Infants and toddlers explore books, listen to songs and nursery rhymes, hear stories, and draw and scribble as they build their literacy abilities.
EXPECTATION	1.COM.18-24.3.1.	<p>Listens to short and simple stories. Looks at and names pictures in a book</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <p>Objective 17a.2 Shows interest in books</p>

EXPECTATION	1.COM.18-24.3.2.	Requests favorite story and wants it read repeatedly  <u><b>GOLD® Objectives for Development and Learning</b></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
EXPECTATION	1.COM.18-24.3.3.	Recalls parts of previously heard story  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.1 Emerging to 18c.2 Retells some events or information from a familiar story or other text with close adult prompting
EXPECTATION	1.COM.18-24.3.4.	Explores using different writing materials  <u><b>GOLD® Objectives for Development and Learning</b></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
EXPECTATION	1.COM.18-24.3.5.	Scribbles purposefully and will tell others what they mean and makes vertical and horizontal lines  <u><b>GOLD® Objectives for Development and Learning</b></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
CONTENT STANDARD	WY.1.COM.	COMMUNICATION: Language & Literacy
BENCHMARK	1.COM.24-36.	24 TO 36 MONTHS
GRADE LEVEL EXAMPLE	1.COM.24-36.1.	LANGUAGE COMPREHENSION: Language that children are able to understand or comprehend.
EXPECTATION	1.COM.24-36.1.1.	Learns new words quickly  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
EXPECTATION	1.COM.24-36.1.2.	Understands contrasting words such as stop/go, yes/no, come/go, and up/down  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted



EXPECTATION	1.COM.24-36.1.3.	Follows multi-step daily routines when prompted  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
EXPECTATION	1.COM.24-36.1.4.	Responds to questions  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
CONTENT STANDARD	WY.1.COM.	COMMUNICATION: Language & Literacy
BENCHMARK	1.COM.24-36.	24 TO 36 MONTHS
GRADE LEVEL EXAMPLE	1.COM.24-36.2.	LANGUAGE EXPRESSION: Language that children are able to say or produce on their own.
EXPECTATION	1.COM.24-36.2.1.	Vocalizes familiar words when read or sung to  <u><b>GOLD® Objectives for Development and Learning</b></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
EXPECTATION	1.COM.24-36.2.2.	Recites phrases from familiar rhymes and songs or fills in the missing word  <u><b>GOLD® Objectives for Development and Learning</b></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
EXPECTATION	1.COM.24-36.2.3.	Tries to initiate conversations with others about objects, people  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations
EXPECTATION	1.COM.24-36.2.4.	Uses sound effects in play  <u><b>GOLD® Objectives for Development and Learning</b></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



EXPECTATION	1.COM.24-36.2.5.	<p>Uses adjectives in speech—soft blanket, big dog</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
EXPECTATION	1.COM.24-36.2.6.	<p>Asks simple questions—What? Where? Why?</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
CONTENT STANDARD	WY.1.COM.	COMMUNICATION: Language & Literacy
BENCHMARK	1.COM.24-36.	24 TO 36 MONTHS
GRADE LEVEL EXAMPLE	1.COM.24-36.3.	LITERACY: The foundations of reading and writing (literacy) begin in infancy. Infants and toddlers explore books, listen to songs and nursery rhymes, hear stories, and draw and scribble as they build their literacy abilities.
EXPECTATION	1.COM.24-36.3.1.	<p>Begins to identify common sounds that he hears in the environment—animal sounds, car horns, etc.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
EXPECTATION	1.COM.24-36.3.2.	<p>Imitates speed and tempo of sounds—talks fast and slow, claps hands fast and slow</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 8 Listens to and understands increasingly complex language a. Comprehends language</li> </ul> <p>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>
EXPECTATION	1.COM.24-36.3.3.	<p>Recognizes signs and symbols in the everyday environment</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts</li> </ul> <p>Objective 17b.2 Shows understanding that text is meaningful and can be read</p>

EXPECTATION	1.COM.24-36.3.4.	<p>Holds book right side up and turns pages one at a time</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</li> </ul> <p>Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
EXPECTATION	1.COM.24-36.3.5.	<p>Retells a story by looking at pictures</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts</li> </ul> <p>Objective 18c.2 Retells some events or information from a familiar story or other text with close adult prompting</p>
EXPECTATION	1.COM.24-36.3.6.	<p>Imitates adult's writing motions through scribbling</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</li> </ul> <p>Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message</p>
EXPECTATION	1.COM.24-36.3.7.	<p>Participates in rhyming games and notices sounds that are the same and different</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme</li> </ul> <p>Objective 15a.3 Emerging to 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously</p>
CONTENT STANDARD	WY.2.SED.	SENSE OF SELF & RELATIONSHIPS: Social & Emotional Development
BENCHMARK	2.SED.18-24.	18 TO 24 MONTHS
GRADE LEVEL EXAMPLE	2.SED.18-24.1.	DEVELOPING A SENSE OF SELF: Children learn about themselves as unique individuals through interactions with the world around them. They develop an awareness of their bodies, feelings, and ability to influence the world around them.
EXPECTATION	2.SED.18-24.1.1.	<p>Expresses thoughts and feelings by saying “no” as a way of showing independence</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.4 Seeks to do things for self</p>

EXPECTATION	2.SED.18-24.1.2.	<p>Prefers certain toys, games, activities, comfort objects, and clothing</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.4 Seeks to do things for self</p>
EXPECTATION	2.SED.18-24.1.3.	<p>Needs adult help to take turns or to share toys</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others  Objective 3a.3 Emerging to 3a.4 Takes turns</p>
EXPECTATION	2.SED.18-24.1.4.	<p>Developing ability to respond positively to choices</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately  Objective 1c.4 Seeks to do things for self</p>
EXPECTATION	2.SED.18-24.1.5.	<p>Asserts ownership by saying “mine”</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • 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</p>
EXPECTATION	2.SED.18-24.1.6.	<p>Notices likeness and differences between self and others: hair color and texture, boys and girls, family members</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 29 Demonstrates knowledge about self</p>
CONTENT STANDARD	WY.2.SED.	SENSE OF SELF & RELATIONSHIPS: Social & Emotional Development
BENCHMARK	2.SED.18-24.	18 TO 24 MONTHS
GRADE LEVEL EXAMPLE	2.SED.18-24.2.	SOCIAL INTERACTIONS & FEELINGS: Infants and toddlers develop the beginnings of social skills as they observe and interact with other people. They form attachments, show care and concern for others, and learn how to play with others. They learn to express their wants, needs, and emotions. As they grow and develop, they gain control over some of their feelings and learn new ways to express them.
EXPECTATION	2.SED.18-24.2.1.	<p>Initiates simple social interactions with peers</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b>  • Objective 2 Establishes and sustains positive relationships d. Makes friends  Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend</p>





CONTENT STANDARD	WY.2.SED.	SENSE OF SELF & RELATIONSHIPS: Social & Emotional Development
BENCHMARK	2.SED.18-24.	18 TO 24 MONTHS
GRADE LEVEL EXAMPLE	2.SED.18-24.2.	SOCIAL INTERACTIONS & FEELINGS: Infants and toddlers develop the beginnings of social skills as they observe and interact with other people. They form attachments, show care and concern for others, and learn how to play with others. They learn to express their wants, needs, and emotions. As they grow and develop, they gain control over some of their feelings and learn new ways to express them.
EXPECTATION	2.SED.18-24.2.2.	Imitates actions to express emotions:
EXPECTATION	2.SED.18-24.2.2.1.	Stomps feet like brother when frustrated, raises arms like sister when excited  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
CONTENT STANDARD	WY.2.SED.	SENSE OF SELF & RELATIONSHIPS: Social & Emotional Development
BENCHMARK	2.SED.18-24.	18 TO 24 MONTHS
GRADE LEVEL EXAMPLE	2.SED.18-24.2.	SOCIAL INTERACTIONS & FEELINGS: Infants and toddlers develop the beginnings of social skills as they observe and interact with other people. They form attachments, show care and concern for others, and learn how to play with others. They learn to express their wants, needs, and emotions. As they grow and develop, they gain control over some of their feelings and learn new ways to express them.
EXPECTATION	2.SED.18-24.2.3.	Begins to separate from parent or main caregiver without being overcome by stress  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.5 Emerging to 2a.6 Manages separations without distress and engages with trusted adults
EXPECTATION	2.SED.18-24.2.4.	Responds to others' verbal, physical, and facial expressions of emotion  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
EXPECTATION	2.SED.18-24.2.5.	Calms self after excitement or frustration with familiar comfort items and reminders  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
CONTENT STANDARD	WY.2.SED.	SENSE OF SELF & RELATIONSHIPS: Social & Emotional Development
BENCHMARK	2.SED.24-36.	24 TO 36 MONTHS





GRADE LEVEL EXAMPLE	2.SED.24-36.1.	DEVELOPING A SENSE OF SELF: Children learn about themselves as unique individuals through interactions with the world around them. They develop an awareness of their bodies, feelings, and ability to influence the world around them.
EXPECTATION	2.SED.24-36.1.1.	Recognizes own identity—"Do it myself", "me big boy", or using own name  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
EXPECTATION	2.SED.24-36.1.2.	Begins to recognize family members, roles, and names  <u><b>GOLD® Objectives for Development and Learning</b></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
EXPECTATION	2.SED.24-36.1.3.	Demonstrates a growing sense of competence and confidence in own abilities  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION	2.SED.24-36.1.4.	Indicates likes and dislikes such as with food, playmates, activities  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION	2.SED.24-36.1.5.	Makes comparisons between self and others  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD	WY.2.SED.	SENSE OF SELF & RELATIONSHIPS: Social & Emotional Development
BENCHMARK	2.SED.24-36.	24 TO 36 MONTHS
GRADE LEVEL EXAMPLE	2.SED.24-36.2.	SOCIAL INTERACTIONS & FEELINGS: Infants and toddlers develop the beginnings of social skills as they observe and interact with other people. They form attachments, show care and concern for others, and learn how to play with others. They learn to express their wants, needs, and emotions. As they grow and develop, they gain control over some of their feelings and learn new ways to express them.

EXPECTATION	2.SED.24-36.2.1.	Shows new fears based on new understanding about the world—monsters, animals, etc.  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <b>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</b>
EXPECTATION	2.SED.24-36.2.2.	Uses words, signs, or gestures to communicate emotions such as frustration, anger, sadness, and love  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <b>Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification</b>
EXPECTATION	2.SED.24-36.2.3.	Stays occupied in a self-chosen activity for a short period of time  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <b>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</b>
EXPECTATION	2.SED.24-36.2.4.	Includes others in play. Play begins to include imitating familiar people, activities, or animals—pretending to be a kitty, drive a truck, or cook soup  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <b>Objective 2c.2 Plays near other children; uses similar materials or actions</b> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <b>Objective 14b.2 Imitates actions of others during play; uses real objects as props</b>
CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.18-24.	18 TO 24 MONTHS
GRADE LEVEL EXAMPLE	3.AL.18-24.1.	EXPLORATION AND DISCOVERY: Experiencing things, developing curiosity, and inquiring about the world.
EXPECTATION	3.AL.18-24.1.1.	Explores different textures in the natural environment on her own  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <b>Objective 11d.2 Uses senses to explore the immediate environment</b>

EXPECTATION	3.AL.18-24.1.2.	Continues to show curiosity about surroundings and becomes more interested in exploring new activities and environments  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <b>Objective 11d.2 Uses senses to explore the immediate environment</b>
EXPECTATION	3.AL.18-24.1.3.	Notices changes in play materials—adding more play dough, cutting pieces, pounding with object  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <b>Objective 11d.2 Uses senses to explore the immediate environment</b>
EXPECTATION	3.AL.18-24.1.4.	Searches for a favorite object  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls <b>Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</b>
CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.18-24.	18 TO 24 MONTHS
GRADE LEVEL EXAMPLE	3.AL.18-24.2.	PROBLEM SOLVING AND CREATIVE EXPRESSION: Developing the ability to find a solution to a simple problem and learning to be creative in self-expression.
EXPECTATION	3.AL.18-24.2.1.	Begins to solve simple problems:
EXPECTATION	3.AL.18-24.2.1.1.	Tries to climb to reach a desired object  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <b>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</b>
EXPECTATION	3.AL.18-24.2.1.2.	Tries to open doors and cupboards  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <b>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</b>
CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.18-24.	18 TO 24 MONTHS
GRADE LEVEL EXAMPLE	3.AL.18-24.2.	PROBLEM SOLVING AND CREATIVE EXPRESSION: Developing the ability to find a solution to a simple problem and learning to be creative in self-expression.

EXPECTATION	3.AL.18-24.2.2.	Uses active exploration and trial and error to figure out how things work  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal
CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.18-24.	18 TO 24 MONTHS
GRADE LEVEL EXAMPLE	3.AL.18-24.2.	PROBLEM SOLVING AND CREATIVE EXPRESSION: Developing the ability to find a solution to a simple problem and learning to be creative in self-expression.
EXPECTATION	3.AL.18-24.2.3.	Engages in imaginative play using props:
EXPECTATION	3.AL.18-24.2.3.1.	Pretends to eat, sleep, drink  <u><b>GOLD® Objectives for Development and Learning</b></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
EXPECTATION	3.AL.18-24.2.3.2.	Pretends to feed the baby, drive the car, build a house  <u><b>GOLD® Objectives for Development and Learning</b></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
CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.18-24.	18 TO 24 MONTHS
GRADE LEVEL EXAMPLE	3.AL.18-24.3.	CONCEPT DEVELOPMENT AND MEMORY: Understanding cause and effect and the permanence of things. Developing memory skills.
EXPECTATION	3.AL.18-24.3.1.	Uses familiar objects in combination—spoon in bowl, doll in bed, and person in car  <u><b>GOLD® Objectives for Development and Learning</b></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
EXPECTATION	3.AL.18-24.3.2.	Fills and empties containers with sand, water, small toys  <u><b>GOLD® Objectives for Development and Learning</b></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

EXPECTATION	3.AL.18-24.3.3.	Shows some understanding of daily time sequence—time for nap, lunch, outdoor play  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.3 Emerging to 12b.4 Remembers the sequence of personal routines and experiences with teacher support
EXPECTATION	3.AL.18-24.3.4.	Tries to put large single puzzle pieces into the matching space  <u><b>GOLD® Objectives for Development and Learning</b></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
EXPECTATION	3.AL.18-24.3.5.	In play imitates the use of most everyday objects  <u><b>GOLD® Objectives for Development and Learning</b></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
EXPECTATION	3.AL.18-24.3.6.	Stays with the same self-chosen activity on occasion  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
EXPECTATION	3.AL.18-24.3.7.	Knows the name or sound of many animals  <u><b>GOLD® Objectives for Development and Learning</b></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
CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.24-36.	24 TO 36 MONTHS
GRADE LEVEL EXAMPLE	3.AL.24-36.1.	EXPLORATION AND DISCOVERY: Experiencing things, developing curiosity, and inquiring about the world.
EXPECTATION	3.AL.24-36.1.1.	Tries new activities, materials and equipment—different or unfamiliar art materials or new musical instruments  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen



EXPECTATION	3.AL.24-36.1.2.	<p>Explores and notices ways that materials can change—snow melting, water freezing, wind moving leaves and other things, sand holding its shape when it gets wet, etc.</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.4 Explores and investigates ways to make something happen</p>
EXPECTATION	3.AL.24-36.1.3.	<p>Takes time to investigate and complains if interrupted</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning a. Attends and engages</li> </ul> <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
EXPECTATION	3.AL.24-36.1.4.	<p>Tries to make objects move or work—opening a container or using a faucet</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation</li> </ul> <p>Objective 11d.4 Explores and investigates ways to make something happen</p>
CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.24-36.	24 TO 36 MONTHS
GRADE LEVEL EXAMPLE	3.AL.24-36.2.	PROBLEM SOLVING AND CREATIVE EXPRESSION: Developing the ability to find a solution to a simple problem and learning to be creative in self-expression.
EXPECTATION	3.AL.24-36.2.1.	<p>Matches simple shapes using foam boards or puzzles—circles, squares, triangle</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes</li> </ul> <p>Objective 21b.2 Matches two identical shapes</p>
EXPECTATION	3.AL.24-36.2.2.	<p>Classifies, labels, sorts objects by characteristics—size, color, shape</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 13 Uses classification skills</li> </ul> <p>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
EXPECTATION	3.AL.24-36.2.3.	<p>Can use words when asked, “What happened?”</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary</li> </ul> <p>Objective 9a.4 Names familiar, people, animals, and objects</p>



EXPECTATION	3.AL.24-36.2.4.	<p>During pretend play, uses objects for other than their intended purpose, such as using a small block for a cell phone</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play</li> </ul> <p>Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
EXPECTATION	3.AL.24-36.2.5.	<p>Plays house, plays store</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play</li> </ul> <p>Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
EXPECTATION	3.AL.24-36.2.6.	<p>Expresses self creatively through singing, dancing, drawing</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking</li> </ul> <p>Objective 11e.4 Uses creativity and imagination during play and routine tasks</p>
CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.24-36.	24 TO 36 MONTHS
GRADE LEVEL EXAMPLE	3.AL.24-36.3.	CONCEPT DEVELOPMENT AND MEMORY: Understanding cause and effect and the permanence of things. Developing memory skills.
EXPECTATION	3.AL.24-36.3.1.	<p>Engages in make believe play, acting out simple dramatic play themes with others—playing store, house, animal hospital</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play</li> </ul> <p>Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
EXPECTATION	3.AL.24-36.3.2.	<p>Enjoys simple sorting activities, such as sorting mixed up pairs of mittens, animals go in this box and cars go in that box</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 13 Uses classification skills</li> </ul> <p>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>



EXPECTATION	3.AL.24-36.3.3.	<p>Uses some number words during play or activity—"I want two"</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations b. Quantifies</li> </ul> <p><b>Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more</b></p>
EXPECTATION	3.AL.24-36.3.4.	<p>Imitates counting rhymes—"One, Two, Buckle My Shoe", "Five Little Monkeys"</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 20 Uses number concepts and operations a. Counts</li> </ul> <p><b>Objective 20a.1 Emerging to 20a.2 Verbally counts (not always in the correct order)</b></p>
EXPECTATION	3.AL.24-36.3.5.	<p>Remembers past events that happened and were meaningful such as own birthday, getting shots, going to the doctor</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 12 Remembers and connects experiences a. Recognizes and recalls</li> </ul> <p><b>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</b></p>
EXPECTATION	3.AL.24-36.3.6.	<p>Notices how things are different and the same</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 13 Uses classification skills</li> </ul> <p><b>Objective 13.2 Matches similar objects</b></p>
EXPECTATION	3.AL.24-36.3.7.	<p>Can put/stack a series of 2–4 nesting cups or blocks in order</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 13 Uses classification skills</li> </ul> <p><b>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</b></p>
CONTENT STANDARD	WY.4.PHD.	<b>STRONG &amp; HEALTHY BODIES: Physical Health and Development</b>
BENCHMARK	4.PHD.18-24.	<b>18 TO 24 MONTHS</b>
GRADE LEVEL EXAMPLE	4.PHD.18-24.1.	<b>GROSS MOTOR: Gross motor refers to the use and control of the large muscles, such as head, back, arms, and legs, allowing infants and toddlers to explore and interact with people and their environment.</b>
EXPECTATION	4.PHD.18-24.1.1.	<p>Pounds object with intention such as hammering a peg</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 6 Demonstrates gross-motor manipulative skills</li> </ul> <p><b>Objective 6.4 Manipulates balls or similar objects with stiff body movements</b></p>



EXPECTATION	4.PHD.18-24.1.2.	<p>Walks and runs with increasing control</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p>Objective 4.4 Experiments with different ways of moving</p>
EXPECTATION	4.PHD.18-24.1.3.	<p>Squats to pick up a toy and stands again</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p>Objective 4.4 Experiments with different ways of moving</p>
EXPECTATION	4.PHD.18-24.1.4.	<p>Walks upstairs and downstairs holding onto a hand or railing</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p>Objective 4.4 Experiments with different ways of moving</p>
EXPECTATION	4.PHD.18-24.1.5.	<p>Pushes large objects such as boxes, chairs, wagons, strollers</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> </ul> <p>Objective 4.4 Experiments with different ways of moving</p>
EXPECTATION	4.PHD.18-24.1.6.	<p>Enjoys climbing, swinging, sliding, walking up inclines</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 4 Demonstrates traveling skills</li> <li>• Objective 5 Demonstrates balancing skills</li> </ul> <p>Objective 4.4 Experiments with different ways of moving</p> <p>Objective 5.4 Experiments with different ways of balancing</p>
CONTENT STANDARD	WY.4.PHD.	<b>STRONG &amp; HEALTHY BODIES: Physical Health and Development</b>
BENCHMARK	4.PHD.18-24.	<b>18 TO 24 MONTHS</b>
GRADE LEVEL EXAMPLE	4.PHD.18-24.2.	<b>FINE MOTOR:</b> Fine motor refers to the small muscles of the hands, arms, legs, and feet that children use to move objects. Infants and toddlers develop finger and hand and eye coordination allowing them to explore toys, pick up food, and begin to draw and scribble.
EXPECTATION	4.PHD.18-24.2.1.	<p>May alternate left and right hands for eating and grasping</p> <p><u><b>GOLD® Objectives for Development and Learning</b></u></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>

EXPECTATION	4.PHD.18-24.2.2.	<p>Can use a crayon or large paint brush with an overhand grasp (fist) to scribble and imitate marks</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools</li> </ul> <p>Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>
EXPECTATION	4.PHD.18-24.2.3.	<p>Uses both hands to control or manipulate objects—stack blocks, roll a ball</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
EXPECTATION	4.PHD.18-24.2.4.	<p>Pours liquid from one container to another</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</li> </ul> <p>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
CONTENT STANDARD	WY.4.PHD.	STRONG & HEALTHY BODIES: Physical Health and Development
BENCHMARK	4.PHD.18-24.	18 TO 24 MONTHS
GRADE LEVEL EXAMPLE	4.PHD.18-24.3.	SELF-HELP: Infants and toddlers develop a growing awareness and interest in their own needs. They first get their needs met by communicating with trusted adults. Then they begin to participate in taking care of themselves.
EXPECTATION	4.PHD.18-24.3.1.	<p>Cooperates in dressing and undressing self. Can put on some easy clothing</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.4 Seeks to do things for self</p>
EXPECTATION	4.PHD.18-24.3.2.	<p>Uses spoon and child-sizes cup</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p>Objective 1c.4 Seeks to do things for self</p>

EXPECTATION	4.PHD.18-24.3.3.	Indicates wet or soiled diaper by pointing, verbalizing, pulling on diaper  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.4 Seeks to do things for self</b>
EXPECTATION	4.PHD.18-24.3.4.	Communicates wanting dry clothes if wet or muddy  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <b>Objective 1c.4 Seeks to do things for self</b>
CONTENT STANDARD	WY.4.PHD.	<b>STRONG &amp; HEALTHY BODIES: Physical Health and Development</b>
BENCHMARK	4.PHD.24-36.	<b>24 TO 36 MONTHS</b>
GRADE LEVEL EXAMPLE	4.PHD.24-36.1.	<b>GROSS MOTOR: Gross motor refers to the use and control of the large muscles, such as head, back, arms, and legs, allowing infants and toddlers to explore and interact with people and their environment.</b>
EXPECTATION	4.PHD.24-36.1.1.	Can jump up and down in place  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 5 Demonstrates balancing skills <b>Objective 5.6 Sustains balance during simple movement</b>
EXPECTATION	4.PHD.24-36.1.2.	Climbs on jungle gym and ladders  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.6 Moves purposefully from place to place with control</b>
EXPECTATION	4.PHD.24-36.1.3.	Throws a ball using whole body. Catches a ball by trapping it with arms and hands  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 6 Demonstrates gross-motor manipulative skills <b>Objective 6.6 Manipulates balls or similar objects with flexible body movements</b>
EXPECTATION	4.PHD.24-36.1.4.	Has increasing control over body movement and is beginning to change speed and direction when running  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.6 Moves purposefully from place to place with control</b>

EXPECTATION	4.PHD.24-36.1.5.	Plans and completes movements that require a series of steps—climbing a ladder and going down a slide, crawling under a table and backing out  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 4 Demonstrates traveling skills <b>Objective 4.6 Moves purposefully from place to place with control</b>
CONTENT STANDARD	WY.4.PHD.	<b>STRONG &amp; HEALTHY BODIES: Physical Health and Development</b>
BENCHMARK	4.PHD.24-36.	<b>24 TO 36 MONTHS</b>
GRADE LEVEL EXAMPLE	4.PHD.24-36.2.	<b>FINE MOTOR:</b> Fine motor refers to the small muscles of the hands, arms, legs, and feet that children use to move objects. Infants and toddlers develop finger and hand and eye coordination allowing them to explore toys, pick up food, and begin to draw and scribble.
EXPECTATION	4.PHD.24-36.2.1.	Holds object with one hand while manipulating it with the other such as twisting a lid off a container  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <b>Objective 7a.6 Uses refined wrist and finger movements</b>
EXPECTATION	4.PHD.24-36.2.2.	Shows more control of drawing materials  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools <b>Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</b>
EXPECTATION	4.PHD.24-36.2.3.	Enjoys messy, creative play, such as finger painting, scribbling, gluing, ripping, taping  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <b>Objective 7a.6 Uses refined wrist and finger movements</b>
EXPECTATION	4.PHD.24-36.2.4.	Uses eyes and hands together with more control, such as with stacking blocks or threading beads with large holes  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <b>Objective 7a.6 Uses refined wrist and finger movements</b>
CONTENT STANDARD	WY.4.PHD.	<b>STRONG &amp; HEALTHY BODIES: Physical Health and Development</b>
BENCHMARK	4.PHD.24-36.	<b>24 TO 36 MONTHS</b>



GRADE LEVEL EXAMPLE	4.PHD.24-36.3.	SELF-HELP: Infants and toddlers develop a growing awareness and interest in their own needs. They first get their needs met by communicating with trusted adults. Then they begin to participate in taking care of themselves.
EXPECTATION	4.PHD.24-36.3.1.	Continues to progress with self-feeding and uses a spoon or a fork more independently  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION	4.PHD.24-36.3.2.	Pours liquid from a small pitcher into a cup with some help  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT STANDARD	WY.4.PHD.	STRONG & HEALTHY BODIES: Physical Health and Development
BENCHMARK	4.PHD.24-36.	24 TO 36 MONTHS
GRADE LEVEL EXAMPLE	4.PHD.24-36.3.	SELF-HELP: Infants and toddlers develop a growing awareness and interest in their own needs. They first get their needs met by communicating with trusted adults. Then they begin to participate in taking care of themselves.
EXPECTATION	4.PHD.24-36.3.3.	Continues to work on dressing self:
EXPECTATION	4.PHD.24-36.3.3.1.	Able to put on clothing except for buttoning  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION	4.PHD.24-36.3.3.2.	Puts on shoes (does not lace, but can manage Velcro fastening)  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION	4.PHD.24-36.3.3.3.	Puts on own jacket and hat  <u><b>GOLD® Objectives for Development and Learning</b></u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT STANDARD	WY.4.PHD.	STRONG & HEALTHY BODIES: Physical Health and Development

BENCHMARK	4.PHD.24-36.	24 TO 36 MONTHS
GRADE LEVEL EXAMPLE	4.PHD.24-36.3.	SELF-HELP: Infants and toddlers develop a growing awareness and interest in their own needs. They first get their needs met by communicating with trusted adults. Then they begin to participate in taking care of themselves.
EXPECTATION	4.PHD.24-36.3.4.	Shows increased interest and success with toileting skills:
EXPECTATION	4.PHD.24-36.3.4.1.	Increasing bowel and bladder control  <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
EXPECTATION	4.PHD.24-36.3.4.2.	Willingness to use toilet  <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
EXPECTATION	4.PHD.24-36.3.4.3.	Willingness to wash hands  <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
CONTENT STANDARD	WY.4.PHD.	STRONG & HEALTHY BODIES: Physical Health and Development
BENCHMARK	4.PHD.24-36.	24 TO 36 MONTHS
GRADE LEVEL EXAMPLE	4.PHD.24-36.3.	SELF-HELP: Infants and toddlers develop a growing awareness and interest in their own needs. They first get their needs met by communicating with trusted adults. Then they begin to participate in taking care of themselves.
EXPECTATION	4.PHD.24-36.3.5.	Participates in sleeping routines—getting book, arranging pillows or comfort items  <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
EXPECTATION	4.PHD.24-36.3.6.	Cooperates/assists with tooth brushing  <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



EXPECTATION	4.PHD.24-36.3.7.	<p>Uses tissue to wipe nose with assistance</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p><b>Objective 1c.6 Demonstrates confidence in meeting own needs</b></p>
EXPECTATION	4.PHD.24-36.3.8.	<p>Shows interest in helping or imitating caregiver tasks—can help clean up toys with caregiver assistance</p> <p><b><u>GOLD® Objectives for Development and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</li> </ul> <p><b>Objective 1c.6 Demonstrates confidence in meeting own needs</b></p>

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