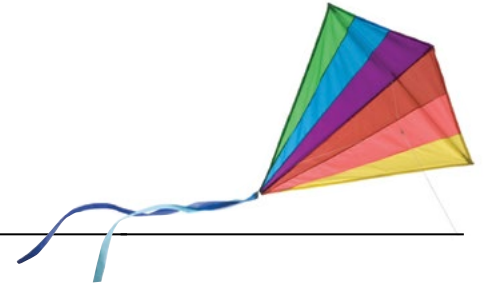




Alignment of



GOLD®

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



WITH

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

aligned to

Vermont Early Learning Standards

Age: By 12 months, adopted 2015

STANDARD / STRAND	VT.IN.I.1.	DEVELOPING SELF - Approaches to Learning (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.I.1.1.	Play and Exploration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.I.1.1.1.	Children engage in play to understand the world around them.
GRADE LEVEL EXPECTATION	IN.I.1.1.1.1.	Play independently (solitary play). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
GRADE LEVEL EXPECTATION	IN.I.1.1.1.2.	Respond to play activities (e.g. peek-a-boo). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
GRADE LEVEL EXPECTATION	IN.I.1.1.1.3.	Use senses to explore objects and toys (e.g., chews on toy). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
GRADE LEVEL EXPECTATION	IN.I.1.1.1.4.	Relate objects to each other (e.g. banging 2 blocks). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment

GRADE LEVEL EXPECTATION	IN.I.1.1.5.	Engage in simple turn-taking games. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
STANDARD / STRAND	VT.IN.I.1.	DEVELOPING SELF - Approaches to Learning (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.I.1.2.	Initiative
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.I.1.2.1.	Children show curiosity about the world around them, and take action to interact with it and learn.
GRADE LEVEL EXPECTATION	IN.I.1.2.1.1.	Use senses to explore the immediate environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
GRADE LEVEL EXPECTATION	IN.I.1.2.1.2.	Show interest in themselves (e.g., play with own feet). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
GRADE LEVEL EXPECTATION	IN.I.1.2.1.3.	Seek, initiate and respond to interactions with people and objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STANDARD / STRAND	VT.IN.I.1.	DEVELOPING SELF - Approaches to Learning (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.I.1.3.	Problem Solving
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.I.1.3.1.	Children display an interest in novel situations, and demonstrate flexibility, creativity and innovation in solving challenging tasks.

GRADE LEVEL EXPECTATION	IN.I.1.3.1.1.	<p>Use hands, mouth, and eyes in a coordinated manner to explore body, objects and surroundings.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.2 Uses senses to explore the immediate environment</p>
GRADE LEVEL EXPECTATION	IN.I.1.3.1.2.	<p>React to new voices or sounds by turning in the direction of the sound or changing facial expression.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.2 Pays attention to sights and sounds</p>
GRADE LEVEL EXPECTATION	IN.I.1.3.1.3.	<p>Demonstrate creativity by exploring objects in multiple ways (e.g. pushes a chair to maintain balance).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.2 Repeats actions to obtain similar results</p>
GRADE LEVEL EXPECTATION	IN.I.1.3.1.4.	<p>Watch and imitate the actions of others.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.2 Pays attention to sights and sounds</p>
GRADE LEVEL EXPECTATION	IN.I.1.3.1.5.	<p>Use actions to solve simple problems (e.g., rolling to side to reach object).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>
STANDARD / STRAND	VT.IN.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.I.2.1.	Emotion and Self-Regulation
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.I.2.1.1.	Children express a range of emotions, and regulate their emotional and social responses.
GRADE LEVEL EXPECTATION	IN.I.2.1.1.1.	<p>Express emotions in many ways including e.g., gestures and vocalizations.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.2 Uses adult support to calm self</p>



GRADE LEVEL EXPECTATION	IN.I.2.1.1.2.	Regulate emotions and impulses e.g., soothes self. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
GRADE LEVEL EXPECTATION	IN.I.2.1.1.3.	Show some regulated daily routines e.g., sleeping and feeding. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
GRADE LEVEL EXPECTATION	IN.I.2.1.1.4.	Develop some ability to attend to primary caregiver or toys with support. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
GRADE LEVEL EXPECTATION	IN.I.2.1.1.5.	Show ability to continue interaction with familiar adults or toys for more than just a brief time. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STANDARD / STRAND	VT.IN.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.I.2.2.	Self-Awareness
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.I.2.2.1.	Children demonstrate awareness of their personal characteristics, skills, and abilities.
GRADE LEVEL EXPECTATION	IN.I.2.2.1.1.	Show awareness of own body. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

GRADE LEVEL EXPECTATION	IN.I.2.2.1.2.	<p>Recognize physical attributes of self and familiar people e.g., baby's toes, grandma's glasses, daddy vs mommy.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
GRADE LEVEL EXPECTATION	IN.I.2.2.1.3.	<p>Show beginning awareness of own skills e.g., uses finger to push button on toy.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
GRADE LEVEL EXPECTATION	IN.I.2.2.1.4.	<p>Attend with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions</p>
GRADE LEVEL EXPECTATION	IN.I.2.2.1.5.	<p>Show awareness of familiar routines by behaviors (e.g., opening mouth for feeding or lifting arms to be picked up).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
STANDARD / STRAND	VT.IN.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.I.2.3.	Relationships with Adults and Peers
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.I.2.3.1.	Children develop healthy positive relationships with adults and peers.
GRADE LEVEL EXPECTATION	IN.I.2.3.1.1.	<p>Respond to adult through actions or vocalization e.g., repeat 'ooo' or 'baba from adult.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults</p>



GRADE LEVEL EXPECTATION	IN.I.2.3.1.2.	Engage in simple back and forth (1-2) playful interactions with adults e.g., cooing, peek-a-boo, ball play. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
GRADE LEVEL EXPECTATION	IN.I.2.3.1.3.	Show enjoyment in interaction with other children e.g., smiling, reaching out, giggling. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
GRADE LEVEL EXPECTATION	IN.I.2.3.1.4.	May cry when another child cries. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
STANDARD / STRAND	VT.IN.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.I.3.1.	Motor Development and Coordination
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.I.3.1.1.	Children develop strength, coordination, and control of their large muscles.
GRADE LEVEL EXPECTATION	IN.I.3.1.1.1.	Maintain upright posture when sitting or standing. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment • Objective 5 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
GRADE LEVEL EXPECTATION	IN.I.3.1.1.2.	Move to explore immediate environment (e.g. scoots, creeps, crawls). <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
GRADE LEVEL EXPECTATION	IN.I.3.1.1.3.	Pull to stand, cruise, then walk a few steps independently. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment



GRADE LEVEL EXPECTATION	IN.I.3.1.1.4.	Balance while exploring immediate environment (e.g., sit and reach for toys without toppling over). <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
STANDARD / STRAND	VT.IN.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.I.3.1.	Motor Development and Coordination
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.I.3.1.2.	Children develop strength, eye-hand coordination, and control of their small or fine motor muscles.
GRADE LEVEL EXPECTATION	IN.I.3.1.2.1.	Transfer objects from one hand to another. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
GRADE LEVEL EXPECTATION	IN.I.3.1.2.2.	Use both hands to hold, reach for and let go of objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
GRADE LEVEL EXPECTATION	IN.I.3.1.2.3.	Coordinate movements using eyes and hands (e.g., bring hands together, stack rings). <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
STANDARD / STRAND	VT.IN.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.I.3.2.1.	Children develop healthy eating habits and knowledge of good nutrition.

GRADE LEVEL EXPECTATION	IN.I.3.2.1.1.	<p>Communicate feelings of hunger and fullness (e.g., cry or search for food, turn away when full).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
GRADE LEVEL EXPECTATION	IN.I.3.2.1.2.	<p>Show food preferences.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
GRADE LEVEL EXPECTATION	IN.I.3.2.1.3.	<p>Eat different kinds of foods (e.g., liquids, pureed or soft foods, finely chopped food).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
STANDARD / STRAND	VT.IN.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.I.3.2.2.	Children develop personal health and self-care habits, and become increasingly independent.
GRADE LEVEL EXPECTATION	IN.I.3.2.2.1.	<p>Sleep well and show alertness during waking periods.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>
GRADE LEVEL EXPECTATION	IN.I.3.2.2.2.	<p>Develop a personal sleep routine or pattern.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs</p>

GRADE LEVEL EXPECTATION	IN.I.3.2.2.3.	Indicate, in a variety of ways, own personal health and self-care needs and wants (e.g., cry/vocalize when need changing or hungry). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
GRADE LEVEL EXPECTATION	IN.I.3.2.2.4.	Tolerate, show interest, and assist in care routines (hand washing, raise arms for dressing). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
STANDARD / STRAND	VT.IN.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.I.3.2.3.	Children develop the ability to identify unsafe situations, and use safe practices.
GRADE LEVEL EXPECTATION	IN.I.3.2.3.1.	Show preference for and trust in familiar caregivers. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
GRADE LEVEL EXPECTATION	IN.I.3.2.3.2.	Notice and imitate adults' reactions to new people and situations. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
GRADE LEVEL EXPECTATION	IN.I.3.2.3.3.	Express discomfort or anxiety in stressful situations. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
STANDARD / STRAND	VT.IN.II.1.	COMMUNICATION and EXPRESSION - Language Development (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.II.1.1.	Receptive Language (Listening)

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.II.1.1.1.	Young children attend to, comprehend, and respond to increasingly complex language.
GRADE LEVEL EXPECTATION	IN.II.1.1.1.1.	<p>Turn towards voices and focus on speech directed towards them.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others</p>
GRADE LEVEL EXPECTATION	IN.II.1.1.1.2.	<p>Show excitement when hear familiar voices or familiar words (e.g., mama).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others</p>
GRADE LEVEL EXPECTATION	IN.II.1.1.1.3.	<p>Briefly look at the same object that an adult is looking at and talking about.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others</p>
STANDARD / STRAND	VT.IN.II.1.	COMMUNICATION and EXPRESSION - Language Development (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.II.1.2.	Expressive Language (Speaking)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.II.1.2.1.	Young children use increasingly complex vocabulary and grammar to express their thoughts, feelings, and ideas.
GRADE LEVEL EXPECTATION	IN.II.1.2.1.1.	<p>Vocalize and use gestures to communicate (e.g., wave hi/bye).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate</p>
GRADE LEVEL EXPECTATION	IN.II.1.2.1.2.	<p>Babble (e.g., bah bah, ma ma) and jabber (e.g., bada).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.2 Babbles strings of single consonant sounds and combines sounds</p>

GRADE LEVEL EXPECTATION	IN.II.1.2.1.3.	Mimic the intonation of adult speech (e.g., rise to question). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.2 Babbles strings of single consonant sounds and combines sounds
STANDARD / STRAND	VT.IN.II.1.	COMMUNICATION and EXPRESSION - Language Development (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.II.1.4.	Social Rules of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.II.1.4.1.	Young children initiate and maintain conversations with others while developing knowledge and use of the social rules of language.
GRADE LEVEL EXPECTATION	IN.II.1.4.1.1.	Initiate and engage in simple turn taking interactions with others by using gestures, vocalizations, or facial expressions. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
GRADE LEVEL EXPECTATION	IN.II.1.4.1.2.	Respond differently to different tones of voice and facial expressions. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice
GRADE LEVEL EXPECTATION	IN.II.1.4.1.3.	Use appropriate eye contact and engage in joint attention. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others
STANDARD / STRAND	VT.IN.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Print Concepts

EXPECTATION	IN.II.2.1.1.1.	Show interest in looking at books and in adult initiated literacy activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
STANDARD / STRAND	VT.IN.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Phonological Awareness
EXPECTATION	IN.II.2.1.1.2.	Imitate and take turns with others making sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.2 Babbles strings of single consonant sounds and combines sounds
EXPECTATION	IN.II.2.1.1.3.	Experiment and play with sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.2 Babbles strings of single consonant sounds and combines sounds
EXPECTATION	IN.II.2.1.1.4.	Respond differently to different sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.2 Babbles strings of single consonant sounds and combines sounds
STANDARD / STRAND	VT.IN.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Phonics and Word Recognition
EXPECTATION	IN.II.2.1.1.5.	Emerging. No Correlations
STANDARD / STRAND	VT.IN.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Infants - By 12 months)

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Fluency
EXPECTATION	IN.II.2.1.1.6.	Emerging. No Correlations
STANDARD / STRAND	VT.IN.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.II.2.2a.	Reading: Engagement with Literature and Informational Text (0-5)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.II.2.2a.1.	Children develop “book language” and demonstrate comprehension.
GRADE LEVEL EXPECTATION	IN.II.2.2a.1.1.	Show interest in shared reading activities and looking at books. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
GRADE LEVEL EXPECTATION	IN.II.2.2a.1.2.	Explore book through sight, touch, and by using their mouths. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
STANDARD / STRAND	VT.IN.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.II.2.3.	Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.II.2.3.1.	Children demonstrate the understanding that writing is a means for communication. With increasing fine motor skills and experiences with literacy, children begin to use writing conventions. (0-5)
GRADE LEVEL EXPECTATION	IN.II.2.3.1.1.	Make random marks. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message

GRADE LEVEL EXPECTATION	IN.II.2.3.1.2.	With adult assistance, hold writing tools. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.1 Emerging to 7b.2 Grasps drawing and writing tools, jabbing at paper
STANDARD / STRAND	VT.IN.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.II.3.1.	Visual Arts
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.II.3.1.1.	Children create art using a variety of tools and art media to express their ideas, feelings, creativity, and develop appreciation of the art created by others.
GRADE LEVEL EXPECTATION	IN.II.3.1.1.1.	Gaze at pictures, photographs. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs
GRADE LEVEL EXPECTATION	IN.II.3.1.1.2.	Show preference for bright colors and contrasting shapes. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
GRADE LEVEL EXPECTATION	IN.II.3.1.1.3.	Hold, touch, and experience different textures of objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STANDARD / STRAND	VT.IN.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.II.3.2.	Music
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.II.3.2.1.	Children engage in making and listening to music as a vehicle for expression and learning.

GRADE LEVEL EXPECTATION	IN.II.3.2.1.1.	<p>Imitate sounds by babbling and other vocalizations during or after an adult sings or chants.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.2 Babbles strings of single consonant sounds and combines sounds</p>
GRADE LEVEL EXPECTATION	IN.II.3.2.1.2.	<p>Attend to and make eye contact with caregivers who are singing</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <p>Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</p>
GRADE LEVEL EXPECTATION	IN.II.3.2.1.3.	<p>Use toys and objects as instruments to make sounds (e.g., bang pot with a wooden spoon).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.2 Repeats actions to obtain similar results</p>
STANDARD / STRAND	VT.IN.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.II.3.3.	Theatre (Dramatic Play)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.II.3.3.1.	Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.
GRADE LEVEL EXPECTATION	IN.II.3.3.1.1.	<p>Imitate familiar actions (e.g., stirring using a spoon).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
STANDARD / STRAND	VT.IN.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.II.3.4.	Dance
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.II.3.4.1.	Children use movement to creatively express their ideas and feelings, and to learn.



GRADE LEVEL EXPECTATION	IN.II.3.4.1.1.	Move head, legs, and arms in response to music and other rhythmic sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
GRADE LEVEL EXPECTATION	IN.II.3.4.1.2.	Express basic feelings (e.g., excitement, joy) through movement. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
STANDARD / STRAND	VT.IN.III.1.	LEARNING ABOUT THE WORLD - Mathematics (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.III.1.1a.	Number Sense, quantity, and Counting: Number Sense and Quantity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.III.1.1a.1.	Children count in sequence and by multiples, represent numerals, connect counting to cardinality, and compare quantities.
GRADE LEVEL EXPECTATION	IN.III.1.1a.1.1.	Use words, signs or gestures to request “more” <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
GRADE LEVEL EXPECTATION	IN.III.1.1a.1.2.	Attend to songs, finger plays, and books that include numbers and numerals. <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
STANDARD / STRAND	VT.IN.III.1.	LEARNING ABOUT THE WORLD - Mathematics (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.III.1.2a.	Number Relationships and Operations: Number Relationships and Operations
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.III.1.2a.1.	Children increasingly use numbers to describe relationships and to solve mathematical problems.
GRADE LEVEL EXPECTATION	IN.III.1.2a.1.1.	Emerging. No Correlations
STANDARD / STRAND	VT.IN.III.1.	LEARNING ABOUT THE WORLD - Mathematics (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.III.1.3a.	Measurement, Classification and Data: Measurement, Comparison, Classification, and Time

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.III.1.3a.1.	Children develop awareness of the differences of the objects and learn to sort, compare and classify objects by their attributes and properties. They also develop a rudimentary sense of time based mostly on common routines.
GRADE LEVEL EXPECTATION	IN.III.1.3a.1.1.	Explore the size and shapes of objects by various means (e.g., holding, mouthing, banging). <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.1 Emerging to 21b.2 Matches two identical shapes
GRADE LEVEL EXPECTATION	IN.III.1.3a.1.2.	Show awareness of basic daily routines (e.g., wake up, diaper change, fed). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
GRADE LEVEL EXPECTATION	IN.III.1.3a.1.3.	Use body in a way that corresponds to size of object (e.g. pincer grasp with small objects). <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
GRADE LEVEL EXPECTATION	IN.III.1.3a.1.4.	Show rudimentary understanding of height, depth, near, far. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.1 Emerging to 21a.2 Follows simple directions related to position (in, on, under, up, down)
STANDARD / STRAND	VT.IN.III.1.	LEARNING ABOUT THE WORLD - Mathematics (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.III.1.4a.	Geometry and Spatial Reasoning: Geometry and Spatial Sense
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.III.1.4a.1.	Children increasingly recognize two- and three-dimensional objects and use spatial reasoning.

GRADE LEVEL EXPECTATION	IN.III.1.4a.1.1.	Explore objects of different shapes using different senses. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
GRADE LEVEL EXPECTATION	IN.III.1.4a.1.2.	Continue to look for an object when it is completely hidden. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
GRADE LEVEL EXPECTATION	IN.III.1.4a.1.3.	Attend to how objects move in space by tracking objects with their eyes and head. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
GRADE LEVEL EXPECTATION	IN.III.1.4a.1.4.	Explore relationships between objects through different actions (e.g., banging, rubbing, tapping together). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
GRADE LEVEL EXPECTATION	IN.III.1.4a.1.5.	Put objects into other objects (e.g., rattle into bowl). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STANDARD / STRAND	VT.IN.III.2.	LEARNING ABOUT THE WORLD - Science (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.III.2.1.	Physical Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.III.2.1.1.	Children construct concepts of the properties of matter, sound, motion and energy through exploration and investigations.

GRADE LEVEL EXPECTATION	IN.III.2.1.1.1.	<p>Attend to and demonstrate interest in objects in their environment, using all of their senses to explore.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment</p>
GRADE LEVEL EXPECTATION	IN.III.2.1.1.2.	<p>Move and handle objects to learn more about them (e.g., drop food from high chair to see what happens).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment</p>
GRADE LEVEL EXPECTATION	IN.III.2.1.1.3.	<p>Explore ways to make different sounds with their bodies and objects (e.g., vocal sounds, clapping).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment</p>
GRADE LEVEL EXPECTATION	IN.III.2.1.1.4.	<p>Attend to objects that emit light.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment</p>
GRADE LEVEL EXPECTATION	IN.III.2.1.1.5.	<p>Looks for an object that is hidden out of sight.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p>
STANDARD / STRAND	VT.IN.III.2.	LEARNING ABOUT THE WORLD - Science (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.III.2.2.	Life Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.III.2.2.1.	Children construct concepts about the characteristics of living organisms, their biology and ecosystems through exploration and investigations.

GRADE LEVEL EXPECTATION	IN.III.2.2.1.1.	Demonstrate interest in people, plants and animals. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
GRADE LEVEL EXPECTATION	IN.III.2.2.1.2.	Use senses to explore and get information about the natural world. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STANDARD / STRAND	VT.IN.III.2.	LEARNING ABOUT THE WORLD - Science (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.III.2.3.	Earth and Space Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.III.2.3.1.	Children construct concepts about Earth's systems, the impacts of human activity on these systems, and Earth's place in the universe through observations, exploration, and investigations.
GRADE LEVEL EXPECTATION	IN.III.2.3.1.1.	Explore water, soil, sand and rocks with adult guidance and support. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STANDARD / STRAND	VT.IN.III.2.	LEARNING ABOUT THE WORLD - Science (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.III.2.4.	Engineering Design
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.III.2.4.1.	Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.
GRADE LEVEL EXPECTATION	IN.III.2.4.1.1.	Demonstrate interest in people and objects in the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
GRADE LEVEL EXPECTATION	IN.III.2.4.1.2.	Experiment with body movement. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment

GRADE LEVEL EXPECTATION	IN.III.2.4.1.3.	Track movement with eyes. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
GRADE LEVEL EXPECTATION	IN.III.2.4.1.4.	Use all senses to explore the properties of objects in environment to gain knowledge. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
GRADE LEVEL EXPECTATION	IN.III.2.4.1.5.	Use body to account for size when interacting with objects (e.g., opens arms wide to grasp a large ball). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
GRADE LEVEL EXPECTATION	IN.III.2.4.1.6.	Carrying objects, putting into containers and dumping. <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects
STANDARD / STRAND	VT.IN.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.III.3.1.	Inquiry
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.III.3.1.1.	Children make sense of the world around them by actively gathering and interpreting information.
GRADE LEVEL EXPECTATION	IN.III.3.1.1.1.	Indicate awareness of what is happening in immediate surroundings. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
GRADE LEVEL EXPECTATION	IN.III.3.1.1.2.	Explore objects in a variety of ways. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment



STANDARD / STRAND	VT.IN.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.III.3.2.	Family and Community; Civics, Government & Society
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.III.3.2.1.	Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.
GRADE LEVEL EXPECTATION	IN.III.3.2.1.1.	<p>Demonstrate recognition of family members and caretakers by smiling, vocalizing, or crawling in the their direction.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <p>Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs</p>
GRADE LEVEL EXPECTATION	IN.III.3.2.1.2.	<p>Show a preference for familiar versus unfamiliar adults.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.2 Demonstrates a secure attachment to one or more adults</p>
GRADE LEVEL EXPECTATION	IN.III.3.2.1.3.	<p>Explore the similarities and differences among people (e.g., touching their faces or hair, watching others' facial expressions).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences b. Makes connections <p>Objective 12b.2 Looks for familiar persons when they are named; relates objects to events</p>
GRADE LEVEL EXPECTATION	IN.III.3.2.1.4.	<p>Seek family members and other familiar adults for play and meeting their needs.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.2 Demonstrates a secure attachment to one or more adults</p>
STANDARD / STRAND	VT.IN.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.III.3.3.	Physical & Cultural Geography
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.III.3.3.1.	Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures.



GRADE LEVEL EXPECTATION	IN.III.3.3.1.1.	Explore similarities and differences of familiar people by touching faces, feeling their hair, etc. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
STANDARD / STRAND	VT.IN.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.III.3.4.	History
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.III.3.4.1.	Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.
GRADE LEVEL EXPECTATION	IN.III.3.4.1.1.	Notice daily routines. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
GRADE LEVEL EXPECTATION	IN.III.3.4.1.2.	Respond to changes in daily routines. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
STANDARD / STRAND	VT.IN.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Infants - By 12 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	IN.III.3.5.	Economics
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	IN.III.3.5.1.	Children describe how people interact economically and the occupations that people do to support themselves and society. They also learn about the economic interdependent relationships among people in our society.
GRADE LEVEL EXPECTATION	IN.III.3.5.1.1.	N/A No Correlations

Vermont Early Learning Standards

Age: By 18 months, adopted 2015

STANDARD / STRAND	VT.YT.I.1.	DEVELOPING SELF - Approaches to Learning (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.I.1.1.	Play and Exploration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.I.1.1.1.	Children engage in play to understand the world around them.
GRADE LEVEL EXPECTATION	YT.I.1.1.1.1.	Engage in solitary and parallel play (e.g., children building blocks next to each other, but not interacting with each other). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
GRADE LEVEL EXPECTATION	YT.I.1.1.1.2.	Engage in intended use of toy (e.g., running car along the floor). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
GRADE LEVEL EXPECTATION	YT.I.1.1.1.3.	Engage in simple pretend play with actual objects (e.g., puts phone to ear, or doll to bed). <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
GRADE LEVEL EXPECTATION	YT.I.1.1.1.4.	Play outside engaging with the natural environment (e.g., feeling leaves, digging in sand). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STANDARD / STRAND	VT.YT.I.1.	DEVELOPING SELF - Approaches to Learning (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.I.1.2.	Initiative
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.I.1.2.1.	Children show curiosity about the world around them, and take action to interact with it and learn.



GRADE LEVEL EXPECTATION	YT.I.1.2.1.1.	Experiment with object to see how it reacts to different actions (e.g. bang , shake and roll pinecone). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
GRADE LEVEL EXPECTATION	YT.I.1.2.1.2.	Experiment with multiple objects to gain information (e.g. rolls car, ball and stuffed animal down a ramp). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
GRADE LEVEL EXPECTATION	YT.I.1.2.1.3.	Engage in simple cause and effect (e.g., jack-in-the-box, placing hand under faucet and getting sprayed with water). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
GRADE LEVEL EXPECTATION	YT.I.1.2.1.4.	Indicate preferences or dislikes for activities, people and experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
GRADE LEVEL EXPECTATION	YT.I.1.2.1.5.	Use memory as a foundation for more complex play, actions and ideas. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
STANDARD / STRAND	VT.YT.I.1.	DEVELOPING SELF - Approaches to Learning (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.I.1.3.	Problem Solving
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.I.1.3.1.	Children display an interest in novel situations, and demonstrate flexibility, creativity and innovation in solving challenging tasks.

GRADE LEVEL EXPECTATION	YT.I.1.3.1.1.	<p>Make discoveries about self, others, and the environment through a variety of multi-sensory/motor interactions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.4 Explores and investigates ways to make something happen</p>
GRADE LEVEL EXPECTATION	YT.I.1.3.1.2.	<p>Experiment and practice to expand skill level.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists <p>Objective 11b.4 Practices an activity many times until successful</p>
GRADE LEVEL EXPECTATION	YT.I.1.3.1.3.	<p>Use creative role playing to solve problems and to communicate needs.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
GRADE LEVEL EXPECTATION	YT.I.1.3.1.4.	<p>Try solutions to everyday problems until discovers one that works.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</p>
STANDARD / STRAND	VT.YT.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.I.2.1.	Emotion and Self-Regulation
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.I.2.1.1.	Children express a range of emotions, and regulate their emotional and social responses.
GRADE LEVEL EXPECTATION	YT.I.2.1.1.1.	<p>Express a variety of emotions e.g., happy, sad, mad.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.4 Comforts self by seeking out special object or person</p>

GRADE LEVEL EXPECTATION	YT.I.2.1.1.2.	Respond with intent to adult speech, facial expressions, touch and/or movement. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
GRADE LEVEL EXPECTATION	YT.I.2.1.1.3.	Take action to meet own needs e.g., pointing, stating, “more”, or giving hugs. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
GRADE LEVEL EXPECTATION	YT.I.2.1.1.4.	Follow simple routines e.g., goes to sink when an adult mentions hand washing. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
GRADE LEVEL EXPECTATION	YT.I.2.1.1.5.	Go to familiar adults for reassurance. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
GRADE LEVEL EXPECTATION	YT.I.2.1.1.6.	Show ability to attend to people, objects and activities to extend an activity or join others in a common focus. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
GRADE LEVEL EXPECTATION	YT.I.2.1.1.7.	Persist in attempts to communicate need. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
STANDARD / STRAND	VT.YT.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.I.2.2.	Self-Awareness
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.I.2.2.1.	Children demonstrate awareness of their personal characteristics, skills, and abilities.



GRADE LEVEL EXPECTATION	YT.I.2.2.1.1.	Express self as individual through gestures, actions, and language e.g., me/mine. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
GRADE LEVEL EXPECTATION	YT.I.2.2.1.2.	Recognize own skills and abilities e.g., if I blow on this wand bubbles will come out. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
GRADE LEVEL EXPECTATION	YT.I.2.2.1.3.	Use skills and abilities to meet own needs e.g., picks up book and brings to daddy. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
GRADE LEVEL EXPECTATION	YT.I.2.2.1.4.	Respond to others' emotional expressions, often by sharing an emotional reaction (e.g., showing excitement when other children are excited). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
GRADE LEVEL EXPECTATION	YT.I.2.2.1.5.	Anticipate familiar routines or activities (e.g., getting shoes when it's time to go or looking for parent when it's time to go home). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STANDARD / STRAND	VT.YT.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.I.2.3.	Relationships with Adults and Peers
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.I.2.3.1.	Children develop healthy positive relationships with adults and peers.



GRADE LEVEL EXPECTATION	YT.I.2.3.1.1.	React to familiar and unfamiliar adults e.g., reaching out to mother, hiding behind dad's legs. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
GRADE LEVEL EXPECTATION	YT.I.2.3.1.2.	Engage in more complex back and forth playful interactions with others e.g., hide n seek, finger-plays. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
GRADE LEVEL EXPECTATION	YT.I.2.3.1.3.	Demonstrate simple prosocial behavior e.g., waving goodbye, saying “thank you”, hugging. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
GRADE LEVEL EXPECTATION	YT.I.2.3.1.4.	Show sadness or concern when another child is crying or upset (e.g., may seek adult help or offer blanket, food or soft toy). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
STANDARD / STRAND	VT.YT.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.I.3.1.	Motor Development and Coordination
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.I.3.1.1.	Children develop strength, coordination, and control of their large muscles.
GRADE LEVEL EXPECTATION	YT.I.3.1.1.1.	Move hands and legs together to push, pull, and climb (e.g., carry objects while walking, pull a toy on a string behind them, push a toy shopping cart, climb on the coffee table). <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective 5 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing

GRADE LEVEL EXPECTATION	YT.I.3.1.1.2.	<p>Demonstrate emerging balance and coordination (e.g., stoop and squat to explore objects on the ground, crawl up stairs and down them backwards).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.4 Experiments with different ways of balancing</p>
GRADE LEVEL EXPECTATION	YT.I.3.1.1.3.	<p>Sustain balance during simple movements (e.g., walk independently, stand legs apart and swat to music).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.4 Experiments with different ways of balancing</p>
STANDARD / STRAND	VT.YT.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.I.3.1.	Motor Development and Coordination
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.I.3.1.2.	Children develop strength, eye-hand coordination, and control of their small or fine motor muscles.
GRADE LEVEL EXPECTATION	YT.I.3.1.2.1.	<p>Demonstrate control of hands and fingers (e.g., pick up a ball, hold a large crayon and make marks).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>
GRADE LEVEL EXPECTATION	YT.I.3.1.2.2.	<p>Move fingers independent of other fingers (e.g., point to objects).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects</p>

GRADE LEVEL EXPECTATION	YT.I.3.1.2.3.	Demonstrate eye-hand coordination (e.g., feed themselves finger foods, fill container with smaller objects). <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
STANDARD / STRAND	VT.YT.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.I.3.2.1.	Children develop healthy eating habits and knowledge of good nutrition.
GRADE LEVEL EXPECTATION	YT.I.3.2.1.1.	Try new foods. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
GRADE LEVEL EXPECTATION	YT.I.3.2.1.2.	Eat a variety of nutritious foods from all food groups. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
GRADE LEVEL EXPECTATION	YT.I.3.2.1.3.	Eat finger foods (e.g., Cheerios). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STANDARD / STRAND	VT.YT.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.I.3.2.2.	Children develop personal health and self-care habits, and become increasingly independent.

GRADE LEVEL EXPECTATION	YT.I.3.2.2.1.	Participate and cooperate with sleep routines (e.g., choose a book, get preferred sleep 'object'). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
GRADE LEVEL EXPECTATION	YT.I.3.2.2.2.	Use objects and follow routines that are comforting (e.g., pick out favorite book to be read before nap/bedtime). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
GRADE LEVEL EXPECTATION	YT.I.3.2.2.3.	Cooperate and may assist with care routines (mouth care, hand washing, dressing, bathing). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STANDARD / STRAND	VT.YT.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.I.3.2.3.	Children develop the ability to identify unsafe situations, and use safe practices.
GRADE LEVEL EXPECTATION	YT.I.3.2.3.1.	React to simple verbal or nonverbal warnings of danger (e.g., 'Stop! Wait! Hot!'). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
GRADE LEVEL EXPECTATION	YT.I.3.2.3.2.	Watch familiar adults for appropriate reactions to unfamiliar things or situations. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self

GRADE LEVEL EXPECTATION	YT.I.3.2.3.3.	Show some caution about unfamiliar and/or unsafe situations. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
STANDARD / STRAND	VT.YT.II.1.	COMMUNICATION and EXPRESSION - Language Development (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.II.1.1.	Receptive Language (Listening)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.II.1.1.1.	Young children attend to, comprehend, and respond to increasingly complex language.
GRADE LEVEL EXPECTATION	YT.II.1.1.1.1.	Respond to simple requests when accompanied by gestures. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice
GRADE LEVEL EXPECTATION	YT.II.1.1.1.2.	Respond to own name. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
GRADE LEVEL EXPECTATION	YT.II.1.1.1.3.	Identify familiar people or objects when asked to do so. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
GRADE LEVEL EXPECTATION	YT.II.1.1.1.4.	Demonstrate receptive vocabulary of 50 or more words in home language. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
STANDARD / STRAND	VT.YT.II.1.	COMMUNICATION and EXPRESSION - Language Development (Young Toddlers - By 18 months)



ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.II.1.2.	Expressive Language (Speaking)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.II.1.2.1.	Young children use increasingly complex vocabulary and grammar to express their thoughts, feelings, and ideas.
GRADE LEVEL EXPECTATION	YT.II.1.2.1.1.	Combine gestures and words to communicate thoughts, feelings, needs (e.g., shake head 'no' with a vocal 'no'). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.3 Emerging to 9a.4 Names familiar, people, animals, and objects
GRADE LEVEL EXPECTATION	YT.II.1.2.1.2.	Name familiar people, objects and animals (e.g., says mama when see her). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
GRADE LEVEL EXPECTATION	YT.II.1.2.1.3.	Speak clearly enough to be understood by people who are close and familiar. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people
GRADE LEVEL EXPECTATION	YT.II.1.2.1.4.	Say at least 25 meaningful words (consistent and recognizable to caregivers). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people
STANDARD / STRAND	VT.YT.II.1.	COMMUNICATION and EXPRESSION - Language Development (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.II.1.4.	Social Rules of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.II.1.4.1.	Young children initiate and maintain conversations with others while developing knowledge and use of the social rules of language.



GRADE LEVEL EXPECTATION	YT.II.1.4.1.1.	<p>Watch for signs of being understood by others and repeat efforts if not initially successful.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</p>
GRADE LEVEL EXPECTATION	YT.II.1.4.1.2.	<p>Continue to initiate and engage in communications with others through gestures, words, and facial expressions.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations</p>
STANDARD / STRAND	VT.YT.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Print Concepts
EXPECTATION	YT.II.2.1.1.1.	<p>Point to pictures in a book.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books</p>
EXPECTATION	YT.II.2.1.1.2.	<p>Turn pages.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>

EXPECTATION	YT.II.2.1.1.3.	<p>Notice environmental print.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books</p>
STANDARD / STRAND	VT.YT.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Phonological Awareness
EXPECTATION	YT.II.2.1.1.4.	<p>Listen to and participate in familiar songs, rhymes, and stories.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>
EXPECTATION	YT.II.2.1.1.5.	<p>Play with different sounds.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>
STANDARD / STRAND	VT.YT.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Phonics and Word Recognition
EXPECTATION	YT.II.2.1.1.6.	<p>Emerging.</p> <p>No Correlations</p>



STANDARD / STRAND	VT.YT.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Fluency
EXPECTATION	YT.II.2.1.1.7.	Emerging. No Correlations
STANDARD / STRAND	VT.YT.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.II.2.2a.	Reading: Engagement with Literature and Informational Text (0-5)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.II.2.2a.1.	Children develop “book language” and demonstrate comprehension.
GRADE LEVEL EXPECTATION	YT.II.2.2a.1.1.	Focus attention for short periods of time when read to. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
GRADE LEVEL EXPECTATION	YT.II.2.2a.1.2.	Use “book babble” when holding a book to mimic sound of reading. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
GRADE LEVEL EXPECTATION	YT.II.2.2a.1.3.	Demonstrate preference for favorite books. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books

GRADE LEVEL EXPECTATION	YT.II.2.2a.1.4.	Pretend to read and write the way they see parents and others do. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
GRADE LEVEL EXPECTATION	YT.II.2.2a.1.5.	Request adults to read a favorite book. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
STANDARD / STRAND	VT.YT.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.II.2.3.	Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.II.2.3.1.	Children demonstrate the understanding that writing is a means for communication. With increasing fine motor skills and experiences with literacy, children begin to use writing conventions. (0-5)
GRADE LEVEL EXPECTATION	YT.II.2.3.1.1.	Make random marks and some scribbling. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.2 Makes scribbles or marks
GRADE LEVEL EXPECTATION	YT.II.2.3.1.2.	Use simple writing tools without adult assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper
STANDARD / STRAND	VT.YT.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.II.3.1.	Visual Arts
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.II.3.1.1.	Children create art using a variety of tools and art media to express their ideas, feelings, creativity, and develop appreciation of the art created by others.

GRADE LEVEL EXPECTATION	YT.II.3.1.1.1.	<p>Make marks with crayons, markers, and paints.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools <p>Objective 7b.2 Grasps drawing and writing tools, jabbing at paper</p>
GRADE LEVEL EXPECTATION	YT.II.3.1.1.2.	<p>Explore all types of art materials and processes (e.g., paints, modeling clay, or play dough, collage, stamping).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools <p>Objective 7b.2 Grasps drawing and writing tools, jabbing at paper</p>
GRADE LEVEL EXPECTATION	YT.II.3.1.1.3.	<p>Express creativity using simple art materials (e.g., chalk, finger paints, shaving cream).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools <p>Objective 7b.2 Grasps drawing and writing tools, jabbing at paper</p>
GRADE LEVEL EXPECTATION	YT.II.3.1.1.4.	<p>Respond to visual arts (e.g., pictures in books, paintings, photographs) and communicate preferences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts
STANDARD / STRAND	VT.YT.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.II.3.2.	Music
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.II.3.2.1.	Children engage in making and listening to music as a vehicle for expression and learning.
GRADE LEVEL EXPECTATION	YT.II.3.2.1.1.	<p>Recognize and associate a particular song or sound with a particular meaning (e.g., clean-up song).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences b. Makes connections <p>Objective 12b.2 Looks for familiar persons when they are named; relates objects to events</p>

GRADE LEVEL EXPECTATION	YT.II.3.2.1.2.	Use toys and objects to intentionally make sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
GRADE LEVEL EXPECTATION	YT.II.3.2.1.3.	Experiment with objects to change sound. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
GRADE LEVEL EXPECTATION	YT.II.3.2.1.4.	Imitate sounds heard (e.g., repeat “moo” when prompted). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.2 Babbles strings of single consonant sounds and combines sounds
STANDARD / STRAND	VT.YT.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.II.3.3.	Theatre (Dramatic Play)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.II.3.3.1.	Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.
GRADE LEVEL EXPECTATION	YT.II.3.3.1.1.	Engage in “pretending” by themselves (e.g., feeds herself bottle, places phone to ear and vocalizes). <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
GRADE LEVEL EXPECTATION	YT.II.3.3.1.2.	Role play familiar, every day events and routines (e.g., feed a doll, go shopping). <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props

GRADE LEVEL EXPECTATION	YT.II.3.3.1.3.	Use hats, pocketbooks, clothes for dress-up and simple role playing. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
GRADE LEVEL EXPECTATION	YT.II.3.3.1.4.	Use object for intended purpose during play. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
STANDARD / STRAND	VT.YT.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.II.3.4.	Dance
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.II.3.4.1.	Children use movement to creatively express their ideas and feelings, and to learn.
GRADE LEVEL EXPECTATION	YT.II.3.4.1.1.	Make movements (e.g., stands with feet apart swaying) when music plays. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	YT.II.3.4.1.2.	Clap when hear music or singing. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	YT.II.3.4.1.3.	Dance to music in their own way (e.g., run around waving arms). <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STANDARD / STRAND	VT.YT.III.1.	LEARNING ABOUT THE WORLD - Mathematics (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.III.1.1a.	Number Sense, quantity, and Counting: Number Sense and Quantity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.III.1.1a.1.	Children count in sequence and by multiples, represent numerals, connect counting to cardinality, and compare quantities.



GRADE LEVEL EXPECTATION	YT.III.1.1a.1.1.	Use a few number words without understanding quantity. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
GRADE LEVEL EXPECTATION	YT.III.1.1a.1.2.	Imitate rote counting. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.2 Verbally counts (not always in the correct order)
GRADE LEVEL EXPECTATION	YT.III.1.1a.1.3.	Participate in simple songs and activities that include numbers (e.g. Five Little Monkeys). <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.2 Shows interest in simple patterns in everyday life
GRADE LEVEL EXPECTATION	YT.III.1.1a.1.4.	Demonstrate an awareness of early concepts related to amount (e.g., more, one or two). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
STANDARD / STRAND	VT.YT.III.1.	LEARNING ABOUT THE WORLD - Mathematics (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.III.1.2a.	Number Relationships and Operations: Number Relationships and Operations
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.III.1.2a.1.	Children increasingly use numbers to describe relationships and to solve mathematical problems.
GRADE LEVEL EXPECTATION	YT.III.1.2a.1.1.	Use word, sign or gesture to indicate adding “more” to what already have. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
GRADE LEVEL EXPECTATION	YT.III.1.2a.1.2.	Demonstrate early one-to-one correspondence (e.g., dropping objects one by one into a bucket). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
STANDARD / STRAND	VT.YT.III.1.	LEARNING ABOUT THE WORLD - Mathematics (Young Toddlers - By 18 months)

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.III.1.3a.	Measurement, Classification and Data: Measurement, Comparison, Classification, and Time
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.III.1.3a.1.	Children develop awareness of the differences of the objects and learn to sort, compare and classify objects by their attributes and properties. They also develop a rudimentary sense of time based mostly on common routines.
GRADE LEVEL EXPECTATION	YT.III.1.3a.1.1.	Demonstrate awareness of similarities and differences of objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.2 Matches similar objects
GRADE LEVEL EXPECTATION	YT.III.1.3a.1.2.	Make simple comparisons between two objects when the differences are clear (e.g., select the big soccer ball and not the small tennis ball). <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
GRADE LEVEL EXPECTATION	YT.III.1.3a.1.3.	Identify difference between objects based on one variable (i.e. size or quantity). <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
GRADE LEVEL EXPECTATION	YT.III.1.3a.1.4.	Explore volume through participation in filling and dumping objects in containers using the concepts of full and empty. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
GRADE LEVEL EXPECTATION	YT.III.1.3a.1.5.	Experiment with object relationships (e.g. what fits in openings to containers or tubes?). <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.2 Makes simple comparisons between two objects
STANDARD / STRAND	VT.YT.III.1.	LEARNING ABOUT THE WORLD - Mathematics (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.III.1.4a.	Geometry and Spatial Reasoning: Geometry and Spatial Sense
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.III.1.4a.1.	Children increasingly recognize two- and three-dimensional objects and use spatial reasoning.

GRADE LEVEL EXPECTATION	YT.III.1.4a.1.1.	Experiment with body's relationship to objects (e.g. move body to see the front of doll). <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)
GRADE LEVEL EXPECTATION	YT.III.1.4a.1.2.	Manipulate objects of different sizes and shapes and how they fit together (e.g., nesting cups, or any object perceived to fit in container or tube). <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
GRADE LEVEL EXPECTATION	YT.III.1.4a.1.3.	Explore space with entire body (e.g., crawl under table, climb into a box). <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)
GRADE LEVEL EXPECTATION	YT.III.1.4a.1.4.	Complete simple knob non-connecting puzzles by turning shapes and fitting shape into place using trial and error. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
GRADE LEVEL EXPECTATION	YT.III.1.4a.1.5.	Follow simple directions related to position (e.g., in, on, up) with modeling and assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)
STANDARD / STRAND	VT.YT.III.2.	LEARNING ABOUT THE WORLD - Science (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.III.2.1.	Physical Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.III.2.1.1.	Children construct concepts of the properties of matter, sound, motion and energy through exploration and investigations.

GRADE LEVEL EXPECTATION	YT.III.2.1.1.1.	<p>Repeat actions and observe results.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful</p>
GRADE LEVEL EXPECTATION	YT.III.2.1.1.2.	<p>Demonstrate ability to push and pull objects.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen</p>
GRADE LEVEL EXPECTATION	YT.III.2.1.1.3.	<p>Act upon objects to make them move in different ways.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen</p>
GRADE LEVEL EXPECTATION	YT.III.2.1.1.4.	<p>Explore properties of liquids and solids (e.g., dumping water or blocks from a container, roll play dough).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen</p>
STANDARD / STRAND	VT.YT.III.2.	LEARNING ABOUT THE WORLD - Science (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.III.2.2.	Life Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.III.2.2.1.	Children construct concepts about the characteristics of living organisms, their biology and ecosystems through exploration and investigations.
GRADE LEVEL EXPECTATION	YT.III.2.2.1.1.	<p>Explore the characteristics of living things.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things</p>
GRADE LEVEL EXPECTATION	YT.III.2.2.1.2.	<p>Interact with plants and animals.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things</p>

GRADE LEVEL EXPECTATION	YT.III.2.2.1.3.	Point to basic body parts (e .g., eyes, nose, mouth). <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD / STRAND	VT.YT.III.2.	LEARNING ABOUT THE WORLD - Science (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.III.2.3.	Earth and Space Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.III.2.3.1.	Children construct concepts about Earth's systems, the impacts of human activity on these systems, and Earth's place in the universe through observations, exploration, and investigations.
GRADE LEVEL EXPECTATION	YT.III.2.3.1.1.	Use senses and simple tools to explore earth materials (e.g., digging soil, tapping rocks, pouring sand). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
GRADE LEVEL EXPECTATION	YT.III.2.3.1.2.	Match basic weather to types of clothing needed for weather (e.g., raincoat for rain, boots for snow). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	YT.III.2.3.1.3.	Point or attend to the objects in the sky during daytime and nighttime (e.g., moon, sun, stars, clouds). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD / STRAND	VT.YT.III.2.	LEARNING ABOUT THE WORLD - Science (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.III.2.4.	Engineering Design
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.III.2.4.1.	Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.
GRADE LEVEL EXPECTATION	YT.III.2.4.1.1.	Coordinate body movement for purposeful actions. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving

GRADE LEVEL EXPECTATION	YT.III.2.4.1.2.	<p>Act on objects in different ways to make them move, ex. pushing vs kicking ball.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen</p>
GRADE LEVEL EXPECTATION	YT.III.2.4.1.3.	<p>Repeat actions purposefully, observing results.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful</p>
GRADE LEVEL EXPECTATION	YT.III.2.4.1.4.	<p>Push and pull objects to observe results.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful</p>
GRADE LEVEL EXPECTATION	YT.III.2.4.1.5.	<p>Use simple tools to explore functions (e.g., a hammer is for pounding, a crayon is for paper).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful</p>
GRADE LEVEL EXPECTATION	YT.III.2.4.1.6.	<p>Use a tool to get to an out of reach object.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it</p>
GRADE LEVEL EXPECTATION	YT.III.2.4.1.7.	<p>Experiment with materials (ex. crayons, markers, play dough).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen</p>
GRADE LEVEL EXPECTATION	YT.III.2.4.1.8.	<p>Experiments in multiple ways with objects to achieve goal.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful</p>

GRADE LEVEL EXPECTATION	YT.III.2.4.1.9.	Asks, “What’s that?” <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
GRADE LEVEL EXPECTATION	YT.III.2.4.1.10.	Experiment with arranging objects horizontally and vertically. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
STANDARD / STRAND	VT.YT.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.III.3.1.	Inquiry
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.III.3.1.1.	Children make sense of the world around them by actively gathering and interpreting information.
GRADE LEVEL EXPECTATION	YT.III.3.1.1.1.	Use senses to investigate immediate surroundings. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
STANDARD / STRAND	VT.YT.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.III.3.2.	Family and Community; Civics, Government & Society
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.III.3.2.1.	Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.
GRADE LEVEL EXPECTATION	YT.III.3.2.1.1.	Use simple words to show recognition of family members (e.g., Dada). <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs

GRADE LEVEL EXPECTATION	YT.III.3.2.1.2.	Observe and imitate routine actions of family members and others whom child feels comfortable with. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
GRADE LEVEL EXPECTATION	YT.III.3.2.1.3.	Show comfort of being in familiar settings, routines. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
STANDARD / STRAND	VT.YT.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.III.3.3.	Physical & Cultural Geography
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.III.3.3.1.	Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures.
GRADE LEVEL EXPECTATION	YT.III.3.3.1.1.	Explore places in home environment, as well as in other familiar places. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
GRADE LEVEL EXPECTATION	YT.III.3.3.1.2.	Locate where favorite objects are kept. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
STANDARD / STRAND	VT.YT.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.III.3.4.	History
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.III.3.4.1.	Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.

GRADE LEVEL EXPECTATION	YT.III.3.4.1.1.	Adapt to some changes in daily routines. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
GRADE LEVEL EXPECTATION	YT.III.3.4.1.2.	Participate in imitative play of simple actions observed in the recent past (e.g., feeding doll). <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
STANDARD / STRAND	VT.YT.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.III.3.5.	Economics
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.III.3.5.1.	Children describe how people interact economically and the occupations that people do to support themselves and society. They also learn about the economic interdependent relationships among people in our society.
GRADE LEVEL EXPECTATION	YT.III.3.5.1.1.	Use concept of “more” (e.g., sign, verbalizes or indicates “more”). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more

Vermont Early Learning Standards

Age: By 36 months, adopted 2015

STANDARD / STRAND	VT.OT.I.1.	DEVELOPING SELF - Approaches to Learning (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.I.1.1.	Play and Exploration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.I.1.1.1.	Children engage in play to understand the world around them.

GRADE LEVEL EXPECTATION	OT.I.1.1.1.1.	Engage in constructive play (e.g., use blocks to build a tower). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
GRADE LEVEL EXPECTATION	OT.I.1.1.1.2.	Engage in representational play (e.g., use a gourd as a hammer or a block as a phone). <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
GRADE LEVEL EXPECTATION	OT.I.1.1.1.3.	Experiment with the outdoor environment (e.g., climb on rocks, roll down hills). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
GRADE LEVEL EXPECTATION	OT.I.1.1.1.4.	Build friendships through play. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend
STANDARD / STRAND	VT.OT.I.1.	DEVELOPING SELF - Approaches to Learning (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.I.1.2.	Initiative
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.I.1.2.1.	Children show curiosity about the world around them, and take action to interact with it and learn.
GRADE LEVEL EXPECTATION	OT.I.1.2.1.1.	Watch others and imitate or participate. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
GRADE LEVEL EXPECTATION	OT.I.1.2.1.2.	Apply knowledge in new situations. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful



GRADE LEVEL EXPECTATION	OT.I.1.2.1.3.	Ask questions to get new information. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
GRADE LEVEL EXPECTATION	OT.I.1.2.1.4.	Initiate play with one peer. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend
STANDARD / STRAND	VT.OT.I.1.	DEVELOPING SELF - Approaches to Learning (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.I.1.3.	Problem Solving
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.I.1.3.1.	Children display an interest in novel situations, and demonstrate flexibility, creativity and innovation in solving challenging tasks.
GRADE LEVEL EXPECTATION	OT.I.1.3.1.1.	Ask questions to gain information. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
GRADE LEVEL EXPECTATION	OT.I.1.3.1.2.	Experiment with the environment, toys, and peers with purpose. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
GRADE LEVEL EXPECTATION	OT.I.1.3.1.3.	Demonstrate a willingness to try new activities and experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
GRADE LEVEL EXPECTATION	OT.I.1.3.1.4.	Experiment with the effect of own actions on things and people. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful



GRADE LEVEL EXPECTATION	OT.I.1.3.1.5.	Use simple problem-solving skills to figure out solutions to everyday problems. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it
STANDARD / STRAND	VT.OT.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.I.2.1.	Emotion and Self-Regulation
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.I.2.1.1.	Children express a range of emotions, and regulate their emotional and social responses.
GRADE LEVEL EXPECTATION	OT.I.2.1.1.1.	Imitate different emotions or feelings through gestures and/or words. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
GRADE LEVEL EXPECTATION	OT.I.2.1.1.2.	Identify common emotions in self and others e.g., happy, sad, mad. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
GRADE LEVEL EXPECTATION	OT.I.2.1.1.3.	Use simple strategies to cope with own emotions e.g., appropriate gestures, actions and words. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
GRADE LEVEL EXPECTATION	OT.I.2.1.1.4.	Engage self in pretend play for short periods of time. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props

GRADE LEVEL EXPECTATION	OT.I.2.1.1.5.	<p>Participate in activities and experiences with people, objects or materials that require attention and common focus.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
GRADE LEVEL EXPECTATION	OT.I.2.1.1.6.	<p>Show increased ability to stay engaged when working toward a goal or solving a problem.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
GRADE LEVEL EXPECTATION	OT.I.2.1.1.7.	<p>Persist in attempts with different strategies until successful.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful</p>
STANDARD / STRAND	VT.OT.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.I.2.2.	Self-Awareness
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.I.2.2.1.	Children demonstrate awareness of their personal characteristics, skills, and abilities.
GRADE LEVEL EXPECTATION	OT.I.2.2.1.1.	<p>Demonstrate behaviors that reflect self-concept e.g., practices building block tower.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION	OT.I.2.2.1.2.	<p>Show increased awareness of own abilities and demonstrates self-confidence.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>

GRADE LEVEL EXPECTATION	OT.I.2.2.1.3.	<p>Display assertiveness e.g., “Let me do it!”</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION	OT.I.2.2.1.4.	<p>Show understanding of some emotional expressions of others by labeling the emotions, asking questions, or responding in appropriate non-verbal ways.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.4 Demonstrates concern about the feelings of others</p>
GRADE LEVEL EXPECTATION	OT.I.2.2.1.5.	<p>Refer to personal or family experiences that have happened in recent past (e.g., grandparent visit or family celebration).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences a. Recognizes and recalls <p>Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view</p>
STANDARD / STRAND	VT.OT.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.I.2.3.	Relationships with Adults and Peers
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.I.2.3.1.	Children develop healthy positive relationships with adults and peers.
GRADE LEVEL EXPECTATION	OT.I.2.3.1.1.	<p>Develop trust and interacts comfortably with familiar adults.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.6 Manages separations without distress and engages with trusted adults</p>
GRADE LEVEL EXPECTATION	OT.I.2.3.1.2.	<p>Take turns during simple games and in conversation.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.4 Take turns</p>

GRADE LEVEL EXPECTATION	OT.I.2.3.1.3.	Demonstrate increased interest as well as frustration with other children. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Take turns
GRADE LEVEL EXPECTATION	OT.I.2.3.1.4.	Begin to imitate roles and relationship through play e.g., feeding baby doll, driving daddy's car, dancing like a ballerina. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
GRADE LEVEL EXPECTATION	OT.I.2.3.1.5.	Use words in play with peers e.g., giving simple direction. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
GRADE LEVEL EXPECTATION	OT.I.2.3.1.6.	Use words in interaction with adults e.g., "I'll be the mommy you be the baby" <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
GRADE LEVEL EXPECTATION	OT.I.2.3.1.7.	Use words or gestures to express empathy toward another child or adult who is hurt or crying (e.g., "are you ok?", "don't cry", or helps to pick up spilled crackers). <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
STANDARD / STRAND	VT.OT.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.I.3.1.	Motor Development and Coordination
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.I.3.1.1.	Children develop strength, coordination, and control of their large muscles.

GRADE LEVEL EXPECTATION	OT.I.3.1.1.1.	<p>Walk and run with increasing skill demonstrating the ability to change speeds and direction.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p>
GRADE LEVEL EXPECTATION	OT.I.3.1.1.2.	<p>Coordinate moving arms and legs to complete a task (e.g., catch a large ball against body, climb on play equipment, kick a stationary ball).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.6 Sustains balance during simple movement experiences</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.4 Manipulates balls or similar objects with stiff body movements</p>
GRADE LEVEL EXPECTATION	OT.I.3.1.1.3.	<p>Sustain balance during simple movements (e.g., jump off low step landing with both feet; walk up and down stairs one at a time with both feet; walk backwards).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.4 Experiments with different ways of moving</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.6 Sustains balance during simple movement experiences</p>
STANDARD / STRAND	VT.OT.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.I.3.1.	Motor Development and Coordination
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.I.3.1.2.	Children develop strength, eye-hand coordination, and control of their small or fine motor muscles.
GRADE LEVEL EXPECTATION	OT.I.3.1.2.1.	<p>Feed themselves using utensils and hands.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>

GRADE LEVEL EXPECTATION	OT.I.3.1.2.2.	<p>Coordinate use of hands and fingers to accomplish more complex actions (e.g., put together knob puzzles, turn pages of a book).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements</p>
GRADE LEVEL EXPECTATION	OT.I.3.1.2.3.	<p>Perform simple fine motor skills (e.g., use play dough, string large beads).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements</p>
GRADE LEVEL EXPECTATION	OT.I.3.1.2.4.	<p>Use tools that require finger and hand coordination (e.g., string large beads).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements</p>
STANDARD / STRAND	VT.OT.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.I.3.2.1.	Children develop healthy eating habits and knowledge of good nutrition.
GRADE LEVEL EXPECTATION	OT.I.3.2.1.1.	<p>Try new foods.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION	OT.I.3.2.1.2.	<p>Show interest in and communicate about food, textures, tastes (e.g., crunchy, warm, sweet).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>

GRADE LEVEL EXPECTATION	OT.I.3.2.1.3.	<p>Consume age nutritious beverages (e.g., water, milk).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
STANDARD / STRAND	VT.OT.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.I.3.2.2.	Children develop personal health and self-care habits, and become increasingly independent.
GRADE LEVEL EXPECTATION	OT.I.3.2.2.1.	<p>Fall asleep on own and sleep well, waking rested and ready to be active.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION	OT.I.3.2.2.2.	<p>Communicate to request things they need (e.g., food when hungry, drink when thirsty).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION	OT.I.3.2.2.3.	<p>Show some independence in personal care routines.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION	OT.I.3.2.2.4.	<p>Initiate and complete some personal health routines and self-care needs with assistance (e.g., wash hands, brush teeth, dress/undress).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>

GRADE LEVEL EXPECTATION	OT.I.3.2.2.5.	<p>Use personal care objects (e.g., face cloth, brush) with assistance.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION	OT.I.3.2.2.6.	<p>Participate in bathroom routine, show interest in toilet training, and use the toilet with help.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION	OT.I.3.2.2.7.	<p>Communicate with caregiver when not feeling well.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION	OT.I.3.2.2.8.	<p>Name people who help children stay healthy (nurse, doctor, dentist).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
STANDARD / STRAND	VT.OT.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.I.3.2.3.	Children develop the ability to identify unsafe situations, and use safe practices.
GRADE LEVEL EXPECTATION	OT.I.3.2.3.1.	<p>Respond appropriately to redirection by adults in order to avoid unsafe situations (e.g., stop before crossing street).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults</p>

GRADE LEVEL EXPECTATION	OT.I.3.2.3.2.	<p>Identify harmful or unsafe objects or situations with assistance.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION	OT.I.3.2.3.3.	<p>Increase self-control over impulses (e.g., wait for adult to cross street and not run into street).</p> <p><u>GOLD® Objectives for Development and Learning</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</p>
GRADE LEVEL EXPECTATION	OT.I.3.2.3.4.	<p>Seek an adult's help when in an unsafe or dangerous situation.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION	OT.I.3.2.3.5.	<p>State and follow simple safety rules with adult support.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
STANDARD / STRAND	VT.OT.II.1.	COMMUNICATION and EXPRESSION - Language Development (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.II.1.1.	Receptive Language (Listening)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.II.1.1.1.	Young children attend to, comprehend, and respond to increasingly complex language.
GRADE LEVEL EXPECTATION	OT.II.1.1.1.1.	<p>Respond to simple requests when not accompanied by gestures.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.4 Follows simple requests not accompanied by gestures</p>

GRADE LEVEL EXPECTATION	OT.II.1.1.1.2.	Follow one step directions. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.4 Follows simple requests not accompanied by gestures
GRADE LEVEL EXPECTATION	OT.II.1.1.1.3.	Listen to familiar stories and show comprehension by reacting to them. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
GRADE LEVEL EXPECTATION	OT.II.1.1.1.4.	Respond to action words by doing the action. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.4 Follows simple requests not accompanied by gestures
STANDARD / STRAND	VT.OT.II.1.	COMMUNICATION and EXPRESSION - Language Development (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.II.1.2.	Expressive Language (Speaking)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.II.1.2.1.	Young children use increasingly complex vocabulary and grammar to express their thoughts, feelings, and ideas.
GRADE LEVEL EXPECTATION	OT.II.1.2.1.1.	Speak in 2-5 word sentences (e.g., I go home). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.5 Emerging to 9c.6 Uses complete, four- to six-word sentences
GRADE LEVEL EXPECTATION	OT.II.1.2.1.2.	Omit some words in a sentence (e.g., “the”, “is”). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly

GRADE LEVEL EXPECTATION	OT.II.1.2.1.3.	<p>Overgeneralize saying some irregular verbs or plural incorrectly (e.g., “goed” rather than “went”).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>
GRADE LEVEL EXPECTATION	OT.II.1.2.1.4.	<p>Use negatives and add descriptive words when speaking.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.4 Names familiar, people, animals, and objects</p>
GRADE LEVEL EXPECTATION	OT.II.1.2.1.5.	<p>Say 50 or more words in home language.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.4 Names familiar, people, animals, and objects</p>
GRADE LEVEL EXPECTATION	OT.II.1.2.1.6.	<p>Ask simple questions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.4 Names familiar, people, animals, and objects</p>
GRADE LEVEL EXPECTATION	OT.II.1.2.1.7.	<p>Speak clearly enough to be understood by strangers but some speech sound errors are still heard (e.g. ‘My fumb (thumb) hurts”).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>
GRADE LEVEL EXPECTATION	OT.II.1.2.1.8.	<p>Respond to questions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</p>

STANDARD / STRAND	VT.OT.II.1.	COMMUNICATION and EXPRESSION - Language Development (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.II.1.4.	Social Rules of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.II.1.4.1.	Young children initiate and maintain conversations with others while developing knowledge and use of the social rules of language.
GRADE LEVEL EXPECTATION	OT.II.1.4.1.1.	Ask “why” questions to gain information. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
GRADE LEVEL EXPECTATION	OT.II.1.4.1.2.	Use pauses and simple prompts to maintain a conversation. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
STANDARD / STRAND	VT.OT.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Print Concepts
EXPECTATION	OT.II.2.1.1.1.	Demonstrate that print represents words (e.g., pretend to read text) <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
STANDARD / STRAND	VT.OT.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Phonological Awareness

EXPECTATION	OT.II.2.1.1.2.	<p>Notice sounds that are the same and different.</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>
EXPECTATION	OT.II.2.1.1.3.	<p>Fill-in words of familiar songs, stories, or finger plays.</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds</p>
EXPECTATION	OT.II.2.1.1.4.	<p>Imitate tempo and speed of sound.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</p>
STANDARD / STRAND	VT.OT.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Phonics and Word Recognition
EXPECTATION	OT.II.2.1.1.5.	<p>With modeling and assistance, recognize that letters of the alphabet are a special category of symbols.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.1 Emerging to 16a.2 Recognizes and names a few letters in own name</p>

EXPECTATION	OT.II.2.1.1.6.	Identify simple, familiar environmental print. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
STANDARD / STRAND	VT.OT.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Fluency
EXPECTATION	OT.II.2.1.1.7.	Pretend to read a familiar book. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.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
EXPECTATION	OT.II.2.1.1.8.	With modeling and assistance, use pictures to “read” text. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.1 Emerging to 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
STANDARD / STRAND	VT.OT.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.II.2.2a.	Reading: Engagement with Literature and Informational Text (0-5)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.II.2.2a.1.	Children develop “book language” and demonstrate comprehension.
GRADE LEVEL EXPECTATION	OT.II.2.2a.1.1.	Provide particular language from a book at appropriate times during shared reading experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.2 Contributes particular language from the book at the appropriate time



GRADE LEVEL EXPECTATION	OT.II.2.2a.1.2.	Request adults to read a book. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
GRADE LEVEL EXPECTATION	OT.II.2.2a.1.3.	Answer simple questions about the story with modeling and assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.3 Emerging to 18a.4 Asks and answers questions about the text; refers to pictures
GRADE LEVEL EXPECTATION	OT.II.2.2a.1.4.	Actively participate in shared reading experiences by asking questions and making comments. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures
GRADE LEVEL EXPECTATION	OT.II.2.2a.1.5.	Retell some events in a familiar story with modeling and assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.2 Retells some events or information from a familiar story or other text with close adult prompting
STANDARD / STRAND	VT.OT.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.II.2.3.	Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.II.2.3.1.	Children demonstrate the understanding that writing is a means for communication. With increasing fine motor skills and experiences with literacy, children begin to use writing conventions. (0-5)
GRADE LEVEL EXPECTATION	OT.II.2.3.1.1.	Scribbles with more control and sometimes purpose. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.4 Makes controlled linear scribbles

GRADE LEVEL EXPECTATION	OT.II.2.3.1.2.	<p>Tell others what the scribbles or drawings represent.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p>
GRADE LEVEL EXPECTATION	OT.II.2.3.1.3.	<p>Use dictating, scribbles, or drawings to communicate a message.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p>
GRADE LEVEL EXPECTATION	OT.II.2.3.1.4.	<p>Use a variety of writing tools.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>
STANDARD / STRAND	VT.OT.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.II.3.1.	Visual Arts
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.II.3.1.1.	Children create art using a variety of tools and art media to express their ideas, feelings, creativity, and develop appreciation of the art created by others.
GRADE LEVEL EXPECTATION	OT.II.3.1.1.1.	<p>Create 2D and 3D art by experimenting with a variety of art materials (e.g., paint, clay).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts</p>
GRADE LEVEL EXPECTATION	OT.II.3.1.1.2.	<p>Create representations of real objects in child-initiated art work (e.g., labels scribbles and shapes “mom”).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts</p>
GRADE LEVEL EXPECTATION	OT.II.3.1.1.3.	<p>Demonstrate preference for favorite colors.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>



GRADE LEVEL EXPECTATION	OT.II.3.1.1.4.	Use shape of marks or object created to label ideas or movement. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	OT.II.3.1.1.5.	Communicate preference of one piece of art over another. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD / STRAND	VT.OT.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.II.3.2.	Music
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.II.3.2.1.	Children engage in making and listening to music as a vehicle for expression and learning.
GRADE LEVEL EXPECTATION	OT.II.3.2.1.1.	Explore and use rhythm instruments to make music. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	OT.II.3.2.1.2.	Use objects or instruments to experiment with rhythms. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	OT.II.3.2.1.3.	Sing and clap during individual or group activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	OT.II.3.2.1.4.	Demonstrate enjoyment in making music through participation and repetition. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	OT.II.3.2.1.5.	Make up simple and often nonsense songs. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STANDARD / STRAND	VT.OT.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.II.3.3.	Theatre (Dramatic Play)

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.II.3.3.1.	Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.
GRADE LEVEL EXPECTATION	OT.II.3.3.1.1.	<p>Participate in pretend play with other children.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
GRADE LEVEL EXPECTATION	OT.II.3.3.1.2.	<p>Recreate familiar everyday scenes and routines using props and costumes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
GRADE LEVEL EXPECTATION	OT.II.3.3.1.3.	<p>Pretend to be a person or an animal through movement, language, and/or sounds.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
GRADE LEVEL EXPECTATION	OT.II.3.3.1.4.	<p>Use random objects to represent other objects during play (e.g., block becomes a cell phone).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>
GRADE LEVEL EXPECTATION	OT.II.3.3.1.5.	<p>Link together a sequence of pretend play behaviors (e.g., put on hat, grab bag to go shopping).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.2 Imitates actions of others during play; uses real objects as props</p>

GRADE LEVEL EXPECTATION	OT.II.3.3.1.6.	Use pretend play to depict real-life experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props
STANDARD / STRAND	VT.OT.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.II.3.4.	Dance
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.II.3.4.1.	Children use movement to creatively express their ideas and feelings, and to learn.
GRADE LEVEL EXPECTATION	OT.II.3.4.1.1.	Make up simple dances or patterns of movement. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	OT.II.3.4.1.2.	Express excitement during movement and dance. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	OT.II.3.4.1.3.	Respond to music with increasingly coordinated movements (e.g., moves to the tempo of the music). <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	OT.II.3.4.1.4.	Follows simple movements to songs. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
STANDARD / STRAND	VT.OT.III.1.	LEARNING ABOUT THE WORLD - Mathematics (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.III.1.1a.	Number Sense, quantity, and Counting: Number Sense and Quantity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.III.1.1a.1.	Children count in sequence and by multiples, represent numerals, connect counting to cardinality, and compare quantities.
GRADE LEVEL EXPECTATION	OT.III.1.1a.1.1.	Recite numbers to 5 in sequence with few errors. No Correlations

GRADE LEVEL EXPECTATION	OT.III.1.1a.1.2.	Count up to 5 objects using one number for each object with assistance and support. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.3 Emerging to 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
GRADE LEVEL EXPECTATION	OT.III.1.1a.1.3.	Recognize some numerals in the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.2 Recognizes and names a few numerals
GRADE LEVEL EXPECTATION	OT.III.1.1a.1.4.	Use the word more to identify the larger of two groups, and less for smaller groups. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
STANDARD / STRAND	VT.OT.III.1.	LEARNING ABOUT THE WORLD - Mathematics (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.III.1.2a.	Number Relationships and Operations: Number Relationships and Operations
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.III.1.2a.1.	Children increasingly use numbers to describe relationships and to solve mathematical problems.
GRADE LEVEL EXPECTATION	OT.III.1.2a.1.1.	Use mathematical thinking in daily situations (e.g., hold up 2 fingers when asked how old, ask for and take 2 cookies). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
GRADE LEVEL EXPECTATION	OT.III.1.2a.1.2.	Add more objects to a group to make a bigger set (e.g., add more model cars to a pile to have more cars). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
GRADE LEVEL EXPECTATION	OT.III.1.2a.1.3.	Subtract objects from a set and realize have fewer objects (e.g., shares model cars with friend and notices has fewer). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies

		Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
STANDARD / STRAND	VT.OT.III.1.	LEARNING ABOUT THE WORLD - Mathematics (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.III.1.3a.	Measurement, Classification and Data: Measurement, Comparison, Classification, and Time
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.III.1.3a.1.	Children develop awareness of the differences of the objects and learn to sort, compare and classify objects by their attributes and properties. They also develop a rudimentary sense of time based mostly on common routines.
GRADE LEVEL EXPECTATION	OT.III.1.3a.1.1.	Sort objects by one attribute (e.g., color). <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
GRADE LEVEL EXPECTATION	OT.III.1.3a.1.2.	Use language to describe attributes (e.g., big/little, heavy/light). <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
GRADE LEVEL EXPECTATION	OT.III.1.3a.1.3.	Compare and order a small set of objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
GRADE LEVEL EXPECTATION	OT.III.1.3a.1.4.	Identify daily routines and what comes next. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money Objective 22b.2 Knows usual sequence of basic daily events
GRADE LEVEL EXPECTATION	OT.III.1.3a.1.5.	Use simple terms related to time (e.g., now, tomorrow, yesterday, later). <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money Objective 22b.2 Knows usual sequence of basic daily events
STANDARD / STRAND	VT.OT.III.1.	LEARNING ABOUT THE WORLD - Mathematics (Older Toddlers - By 36 months)



ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.III.1.4a.	Geometry and Spatial Reasoning: Geometry and Spatial Sense
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.III.1.4a.1.	Children increasingly recognize two- and three-dimensional objects and use spatial reasoning.
GRADE LEVEL EXPECTATION	OT.III.1.4a.1.1.	Follow simple directions related to position (e.g., in, on, up) and proximity (e.g., next to, between). <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)
GRADE LEVEL EXPECTATION	OT.III.1.4a.1.2.	Match basic two-dimensional shapes of same size. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
GRADE LEVEL EXPECTATION	OT.III.1.4a.1.3.	Create pictures using simple shapes (e.g., using pattern blocks or parquetry blocks). <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
GRADE LEVEL EXPECTATION	OT.III.1.4a.1.4.	Put together and take apart shapes to form new shapes. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
GRADE LEVEL EXPECTATION	OT.III.1.4a.1.5.	Build simple three-dimensional structures (e.g., stacking blocks). <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes



GRADE LEVEL EXPECTATION	OT.III.1.4a.1.6.	Complete 9-12 piece non-connecting puzzles by matching pictures or shapes. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.2 Matches two identical shapes
STANDARD / STRAND	VT.OT.III.2.	LEARNING ABOUT THE WORLD - Science (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.III.2.1.	Physical Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.III.2.1.1.	Children construct concepts of the properties of matter, sound, motion and energy through exploration and investigations.
GRADE LEVEL EXPECTATION	OT.III.2.1.1.1.	Use objects in more than one way (e.g., use a bucket as a stool). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
GRADE LEVEL EXPECTATION	OT.III.2.1.1.2.	Label physical properties of objects (e.g., big, heavy). <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	OT.III.2.1.1.3.	Use basic words to describe speed of motion (e.g., “My car go fast.”). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
GRADE LEVEL EXPECTATION	OT.III.2.1.1.4.	Ask questions about motion and sound (e.g., Why?). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
STANDARD / STRAND	VT.OT.III.2.	LEARNING ABOUT THE WORLD - Science (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.III.2.2.	Life Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.III.2.2.1.	Children construct concepts about the characteristics of living organisms, their biology and ecosystems through exploration and investigations.

GRADE LEVEL EXPECTATION	OT.III.2.2.1.1.	Ask questions about the natural world. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	OT.III.2.2.1.2.	Name basic body parts and point to more complex body parts (e.g., foot, knees). <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	OT.III.2.2.1.3.	Identify familiar animals and match them to their babies. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD / STRAND	VT.OT.III.2.	LEARNING ABOUT THE WORLD - Science (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.III.2.3.	Earth and Space Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.III.2.3.1.	Children construct concepts about Earth's systems, the impacts of human activity on these systems, and Earth's place in the universe through observations, exploration, and investigations.
GRADE LEVEL EXPECTATION	OT.III.2.3.1.1.	Explore properties of water, soil, rocks and sand independently. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	OT.III.2.3.1.2.	Observe and discuss weather using basic terms (e.g., sunny, rainy). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	OT.III.2.3.1.3.	Name the objects in the sky during daytime and nighttime (i.e., moon, sun, stars, clouds). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD / STRAND	VT.OT.III.2.	LEARNING ABOUT THE WORLD - Science (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.III.2.4.	Engineering Design
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.III.2.4.1.	Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.

GRADE LEVEL EXPECTATION	OT.III.2.4.1.1.	<p>Use two toys together purposefully (e.g., use toy wrench to fix toy car).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen</p>
GRADE LEVEL EXPECTATION	OT.III.2.4.1.2.	<p>Experiment with everyday objects in novel ways.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways</p>
GRADE LEVEL EXPECTATION	OT.III.2.4.1.3.	<p>Build structures experimenting with height and breadth.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen</p>
GRADE LEVEL EXPECTATION	OT.III.2.4.1.4.	<p>Ask questions about how objects work.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen</p>
GRADE LEVEL EXPECTATION	OT.III.2.4.1.5.	<p>Makes observations, experiments, and adjusts actions to gather information needed to solve physical problems.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen</p>
GRADE LEVEL EXPECTATION	OT.III.2.4.1.6.	<p>Use simple tools as props for play (e.g., uses paper towel tube as tunnel for matchbox car or small balls).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways</p>

GRADE LEVEL EXPECTATION	OT.III.2.4.1.7.	Stack objects to build structures, including connecting blocks/units. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
STANDARD / STRAND	VT.OT.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.III.3.1.	Inquiry
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.III.3.1.1.	Children make sense of the world around them by actively gathering and interpreting information.
GRADE LEVEL EXPECTATION	OT.III.3.1.1.1.	Ask “why” and other questions frequently. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
GRADE LEVEL EXPECTATION	OT.III.3.1.1.2.	Seek information through observation, exploration, and investigation. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen
STANDARD / STRAND	VT.OT.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.III.3.2.	Family and Community; Civics, Government & Society
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.III.3.2.1.	Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.
GRADE LEVEL EXPECTATION	OT.III.3.2.1.1.	Demonstrate ability to point out and name family members and caregivers. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
GRADE LEVEL EXPECTATION	OT.III.3.2.1.2.	Respond accurately when asked for first and last name. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self

GRADE LEVEL EXPECTATION	OT.III.3.2.1.3.	Identify some community workers by uniforms or equipment (e.g., become fireman when put on fireman hat, role play teacher). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	OT.III.3.2.1.4.	Follow simple rules at home or in the classroom. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	OT.III.3.2.1.5.	Use play to communicate what they know about their community (e.g., pretend to go to a restaurant). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	OT.III.3.2.1.6.	Help with daily routines (e.g., passing out cups and napkins at snack time). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / STRAND	VT.OT.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.III.3.3.	Physical & Cultural Geography
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.III.3.3.1.	Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures.
GRADE LEVEL EXPECTATION	OT.III.3.3.1.1.	Identify usual locations of familiar objects and people (e.g., points out own cubby). <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	OT.III.3.3.1.2.	Point out places in the community where they have had experiences (e.g., library, store). <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	OT.III.3.3.1.3.	Identify similarities and differences between self and others. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
STANDARD / STRAND	VT.OT.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Older Toddlers - By 36 months)



ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.III.3.4.	History
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.III.3.4.1.	Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.
GRADE LEVEL EXPECTATION	OT.III.3.4.1.1.	Demonstrate through imitative play events observed in the past (e.g., going shopping). <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
GRADE LEVEL EXPECTATION	OT.III.3.4.1.2.	Follow routines with simple sequence of events practiced in the past (e.g., wash hands before snack). <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
STANDARD / STRAND	VT.OT.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.III.3.5.	Economics
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.III.3.5.1.	Children describe how people interact economically and the occupations that people do to support themselves and society. They also learn about the economic interdependent relationships among people in our society.
GRADE LEVEL EXPECTATION	OT.III.3.5.1.1.	Use basic concept of trading with others to get a desired object. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	OT.III.3.5.1.2.	Identify occupations familiar people have (e.g., Mommy is a teacher.). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live

Vermont Early Learning Standards

Ages 3-5, adopted 2015

STANDARD / STRAND	VT.YP.I.1.	DEVELOPING SELF - Approaches to Learning (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.I.1.1.	Play and Exploration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.I.1.1.1.	Children engage in play to understand the world around them.
GRADE LEVEL EXPECTATION	YP.I.1.1.1.1.	Engage in associative play (e.g., play without planning and negotiation) with other children for short periods of time. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
GRADE LEVEL EXPECTATION	YP.I.1.1.1.2.	Primarily engage in basic constructive play activities (e.g., building road with rocks) and dramatic play activities by taking on a role. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
GRADE LEVEL EXPECTATION	YP.I.1.1.1.3.	Build knowledge through play (e.g., blocks/math, dramatic play/literacy, water table/problem solving, outdoor play/science). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
STANDARD / STRAND	VT.YP.I.1.	DEVELOPING SELF - Approaches to Learning (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.I.1.2.	Initiative
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.I.1.2.1.	Children show curiosity about the world around them, and take action to interact with it and learn.

GRADE LEVEL EXPECTATION	YP.I.1.2.1.1.	Observe others to enter play. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks
GRADE LEVEL EXPECTATION	YP.I.1.2.1.2.	Initiate play with one or more peers. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.5 Emerging to 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
GRADE LEVEL EXPECTATION	YP.I.1.2.1.3.	Show interest in how things work. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
GRADE LEVEL EXPECTATION	YP.I.1.2.1.4.	Explore and discuss a range of topics. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
STANDARD / STRAND	VT.YP.I.1.	DEVELOPING SELF - Approaches to Learning (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.I.1.3.	Problem Solving
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.I.1.3.1.	Children display an interest in novel situations, and demonstrate flexibility, creativity and innovation in solving challenging tasks.
GRADE LEVEL EXPECTATION	YP.I.1.3.1.1.	Invent new ways to use everyday items. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks

GRADE LEVEL EXPECTATION	YP.I.1.3.1.2.	Investigate new objects, scenarios, and problem situations. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
GRADE LEVEL EXPECTATION	YP.I.1.3.1.3.	Seek to understand cause and effect (“If I do this, why does that happen?”). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
GRADE LEVEL EXPECTATION	YP.I.1.3.1.4.	During play, problem-solve with others. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
STANDARD / STRAND	VT.YP.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.I.2.1.	Emotion and Self-Regulation
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.I.2.1.1.	Children express a range of emotions, and regulate their emotional and social responses.
GRADE LEVEL EXPECTATION	YP.I.2.1.1.1.	Express a range of emotions and feelings through appropriate gestures, actions and words. <u>GOLD® Objectives for Development and Learning</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
GRADE LEVEL EXPECTATION	YP.I.2.1.1.2.	Identify and expresses needs of self and stands up for own rights. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Takes turns
GRADE LEVEL EXPECTATION	YP.I.2.1.1.3.	Make choice based on own likes and dislikes. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self

GRADE LEVEL EXPECTATION	YP.I.2.1.1.4.	Adapt behavior to fit different expectations and situations with adult support e.g., following daily routine, family culture. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
GRADE LEVEL EXPECTATION	YP.I.2.1.1.5.	Start and stop activities based on external cues. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
GRADE LEVEL EXPECTATION	YP.I.2.1.1.6.	Engage self and others in play including back and forth interactions. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups
GRADE LEVEL EXPECTATION	YP.I.2.1.1.7.	Express empathy and sympathy to peers e.g., gives hug to friend when crying, brings band-aide to friend when hurt. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
STANDARD / STRAND	VT.YP.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.I.2.2.	Self-Awareness
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.I.2.2.1.	Children demonstrate awareness of their personal characteristics, skills, and abilities.
GRADE LEVEL EXPECTATION	YP.I.2.2.1.1.	Identify personal characteristics, preferences, thoughts, and feelings. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self

GRADE LEVEL EXPECTATION	YP.I.2.2.1.2.	Stand up for own rights. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Takes turns
GRADE LEVEL EXPECTATION	YP.I.2.2.1.3.	Make choice based on their own likes and dislikes. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	YP.I.2.2.1.4.	Identify own gender, family members roles, and home culture. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	YP.I.2.2.1.5.	Demonstrate growing independence in a range of activities, routines, and tasks. <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
STANDARD / STRAND	VT.YP.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.I.2.3.	Relationships with Adults and Peers
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.I.2.3.1.	Children develop healthy positive relationships with adults and peers.
GRADE LEVEL EXPECTATION	YP.I.2.3.1.1.	Play with other children sharing objects, talking back and forth for several minutes. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
GRADE LEVEL EXPECTATION	YP.I.2.3.1.2.	Establish secure and trusting relationships with familiar adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults



GRADE LEVEL EXPECTATION	YP.I.2.3.1.3.	<p>Begin to respect the rights of others.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Takes turns</p>
GRADE LEVEL EXPECTATION	YP.I.2.3.1.4.	<p>Communicate with familiar adults and accepts some guidance and direction.</p> <p><u>GOLD® Objectives for Development and Learning</u> • 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 EXPECTATION	YP.I.2.3.1.5.	<p>Cooperate with others during play and in daily routines.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Takes turns</p>
GRADE LEVEL EXPECTATION	YP.I.2.3.1.6.	<p>Develops friendships with peers.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.4 Plays with one or two preferred playmates</p>
GRADE LEVEL EXPECTATION	YP.I.2.3.1.7.	<p>Uses socially appropriate behavior with peers and adults.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Takes turns</p>
STANDARD / STRAND	VT.YP.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.I.3.1.	Motor Development and Coordination
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.I.3.1.1.	Children develop strength, coordination, and control of their large muscles.

GRADE LEVEL EXPECTATION	YP.I.3.1.1.1.	<p>Sustain balance during more complex movements (e.g., balance on one foot for a few moments, walk along a straight line or low beam; jump over obstacles landing on two feet).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.6 Sustains balance during simple movement experiences</p>
GRADE LEVEL EXPECTATION	YP.I.3.1.1.2.	<p>Coordinate moving arms and legs to complete a task more complex task (e.g., pedal a tricycle).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p>
GRADE LEVEL EXPECTATION	YP.I.3.1.1.3.	<p>Move through space with good coordination and show body awareness to stop and start with control.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.6 Moves purposefully from place to place with control</p>
GRADE LEVEL EXPECTATION	YP.I.3.1.1.4.	<p>Manipulate balls or similar objects with flexible body movements (e.g., catch a ball by trapping it against body, kick stationary ball by running or stepping up to it, throw a ball).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.6 Manipulates balls or similar objects with flexible body movements</p>
STANDARD / STRAND	VT.YP.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.I.3.1.	Motor Development and Coordination
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.I.3.1.2.	Children develop strength, eye-hand coordination, and control of their small or fine motor muscles.
GRADE LEVEL EXPECTATION	YP.I.3.1.2.1.	<p>Feed themselves using utensils independently.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>



GRADE LEVEL EXPECTATION	YP.I.3.1.2.2.	<p>Refine grasp to manipulate tools that require strength, control and dexterity (e.g., pressing down with pencils or crayons to make a clear mark, cut paper, joining snap beads).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements</p>
GRADE LEVEL EXPECTATION	YP.I.3.1.2.3.	<p>Demonstrate more complex eye-hand coordination (e.g., complete puzzles with smaller pieces, use tongs to grasp objects).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements</p>
STANDARD / STRAND	VT.YP.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.I.3.2.1.	Children develop healthy eating habits and knowledge of good nutrition.
GRADE LEVEL EXPECTATION	YP.I.3.2.1.1.	<p>Try new foods.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION	YP.I.3.2.1.2.	<p>Eat a variety of nutritious foods and communicate that some foods and beverages are good for them (e.g., milk, fruit, vegetables) and some are not (e.g., soda, snack chips).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION	YP.I.3.2.1.3.	<p>Choose to eat foods that are better for the body than others, with assistance.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>

STANDARD / STRAND	VT.YP.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.I.3.2.2.	Children develop personal health and self-care habits, and become increasingly independent.
GRADE LEVEL EXPECTATION	YP.I.3.2.2.1.	<p>Stay awake except during nap time and initiate and participate in sleep routines with increasing independence.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION	YP.I.3.2.2.2.	<p>Participate easily and know what to do in routine activities (such as meal time, nap time).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
GRADE LEVEL EXPECTATION	YP.I.3.2.2.3.	<p>Take care of own toileting needs with little assistance.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION	YP.I.3.2.2.4.	<p>Attend to personal health needs and self-care needs independently (e.g., dress and undress with limited assistance).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
GRADE LEVEL EXPECTATION	YP.I.3.2.2.5.	<p>Follow basic hygiene practices with reminders and limited assistance (e.g., brush teeth, wash hands, use toilet, cough into elbow).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>



GRADE LEVEL EXPECTATION	YP.I.3.2.2.6.	Gain independence in hygiene practices (e.g., cough into elbow, wash hands, flush 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
STANDARD / STRAND	VT.YP.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.I.3.2.3.	Children develop the ability to identify unsafe situations, and use safe practices.
GRADE LEVEL EXPECTATION	YP.I.3.2.3.1.	Independently identify and avoid situations and objects that might cause harm. <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 EXPECTATION	YP.I.3.2.3.2.	Follow basic safety rules with occasional reminders. <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 EXPECTATION	YP.I.3.2.3.3.	Demonstrate safety awareness when using objects (e.g., carry scissors with points down to avoid accidents). <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 EXPECTATION	YP.I.3.2.3.4.	Seek an adult's help when another child is in an unsafe or dangerous situation. <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 EXPECTATION	YP.I.3.2.3.5.	<p>Understand the difference between safe and unsafe touch.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs</p>
STANDARD / STRAND	VT.YP.II.1.	COMMUNICATION and EXPRESSION - Language Development (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.II.1.1.	Receptive Language (Listening)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.II.1.1.1.	Young children attend to, comprehend, and respond to increasingly complex language.
GRADE LEVEL EXPECTATION	YP.II.1.1.1.1.	<p>Follow two step directions.</p> <p><u>GOLD® Objectives for Development and Learning</u> • 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 EXPECTATION	YP.II.1.1.1.2.	<p>Demonstrate understanding of increasingly longer sentences (e.g., compound sentences) in responds or actions.</p> <p><u>GOLD® Objectives for Development and Learning</u> • 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 EXPECTATION	YP.II.1.1.1.3.	<p>Show evidence of a receptive vocabulary of several hundred words.</p> <p><u>GOLD® Objectives for Development and Learning</u> • 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 EXPECTATION	YP.II.1.1.4.	<p>Demonstrate in responses or actions an understanding of new vocabulary in stories, activities, and conversations.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
STANDARD / STRAND	VT.YP.II.1.	COMMUNICATION and EXPRESSION - Language Development (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.II.1.2.	Expressive Language (Speaking)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.II.1.2.1.	Young children use increasingly complex vocabulary and grammar to express their thoughts, feelings, and ideas.
GRADE LEVEL EXPECTATION	YP.II.1.2.1.1.	<p>Use details when describing activities and experiences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place <p>Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details</p>
GRADE LEVEL EXPECTATION	YP.II.1.2.1.2.	<p>Speak in complete 4-6 word sentences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.6 Uses complete, four- to six-word sentences</p>
GRADE LEVEL EXPECTATION	YP.II.1.2.1.3.	<p>Use correct forms of common irregular verbs and plurals (e.g., “went”, “saw”, “men”).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.7 Emerging to 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>
STANDARD / STRAND	VT.YP.II.1.	COMMUNICATION and EXPRESSION - Language Development (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.II.1.4.	Social Rules of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.II.1.4.1.	Young children initiate and maintain conversations with others while developing knowledge and use of the social rules of language.



GRADE LEVEL EXPECTATION	YP.II.1.4.1.1.	<p>Use nonverbal cues during conversations according to personal cultural norms (e.g., eye contact, physical distance from conversational partner).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <p>Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
GRADE LEVEL EXPECTATION	YP.II.1.4.1.2.	<p>Engage in brief conversations and stay on topic.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.6 Engages in conversations of at least three exchanges</p>
GRADE LEVEL EXPECTATION	YP.II.1.4.1.3.	<p>Use culturally acceptable social rules when communicating with others (e.g., vocal tone and volume, turn taking).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <p>Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
STANDARD / STRAND	VT.YP.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Print Concepts
EXPECTATION	YP.II.2.1.1.1.	<p>Identify letters of the alphabet as a specific type of symbol that can be named.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.2 Shows understanding that text is meaningful and can be read</p>

EXPECTATION	YP.II.2.1.1.2.	<p>Display some book handling skills (e.g., orient book right side up and turn pages)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
STANDARD / STRAND	VT.YP.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Phonological Awareness
EXPECTATION	YP.II.2.1.1.3.	<p>Identify words as separate units in a sentence.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.2 Shows awareness of separate words in sentences</p>
EXPECTATION	YP.II.2.1.1.4.	<p>Fill-in words in a familiar rhyme.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously</p>
EXPECTATION	YP.II.2.1.1.5.	<p>Segment spoken compound words with modeling and assistance.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.3 Emerging to 15c.4 Shows awareness of separate syllables in words</p>
STANDARD / STRAND	VT.YP.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.

GRADE LEVEL EXPECTATION		Phonics and Word Recognition
EXPECTATION	YP.II.2.1.1.6.	Point out own name in print. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name
EXPECTATION	YP.II.2.1.1.7.	Name some of the letters of the alphabet, especially those in their names. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.2 Recognizes and names a few letters in own name
STANDARD / STRAND	VT.YP.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Fluency
EXPECTATION	YP.II.2.1.1.8.	Use pictures to “read” text. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
STANDARD / STRAND	VT.YP.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.II.2.2a.	Reading: Engagement with Literature and Informational Text (0-5)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.II.2.2a.1.	Children develop “book language” and demonstrate comprehension.
GRADE LEVEL EXPECTATION	YP.II.2.2a.1.1.	Use pictures to predict book content. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.4 Asks and answers questions about the text; refers to pictures



GRADE LEVEL EXPECTATION	YP.II.2.2a.1.2.	<p>With modeling, assistance, and props, retell or re-enact a familiar story.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <p>Objective 18c.3 Emerging to 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</p>
GRADE LEVEL EXPECTATION	YP.II.2.2a.1.3.	<p>Use storybook language, forms and conventions (e.g., once upon a time, the end) when telling stories.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <p>Objective 18c.2 Retells some events or information from a familiar story or other text with close adult prompting</p>
GRADE LEVEL EXPECTATION	YP.II.2.2a.1.4.	<p>Have and share an opinion about what they liked and didn't like about a story or book.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
GRADE LEVEL EXPECTATION	YP.II.2.2a.1.5.	<p>Demonstrate appreciation for a variety of literary genres (e.g., fantasy, informational texts, non-fiction, fiction).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
GRADE LEVEL EXPECTATION	YP.II.2.2a.1.6.	<p>Listen to and discuss informational text and literature.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>
GRADE LEVEL EXPECTATION	YP.II.2.2a.1.7.	<p>Point to print illustrating that print carries a message.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.2 Shows understanding that text is meaningful and can be read</p>

STANDARD / STRAND	VT.YP.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.II.2.3.	Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.II.2.3.1.	Children demonstrate the understanding that writing is a means for communication. With increasing fine motor skills and experiences with literacy, children begin to use writing conventions. (0-5)
GRADE LEVEL EXPECTATION	YP.II.2.3.1.1.	<p>Use scribbles, mock letters, shapes and pictures to purposefully represent experiences, ideas, objects, lists, labels or stories.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message</p>
GRADE LEVEL EXPECTATION	YP.II.2.3.1.2.	<p>Experiment with a variety of writing tools and surfaces.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools <p>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 EXPECTATION	YP.II.2.3.1.3.	<p>Write some letters with assistance and modeling.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills c. Writes using conventions <p>Objective 19c.1 Emerging to 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships</p>
GRADE LEVEL EXPECTATION	YP.II.2.3.1.4.	<p>Dictate a story or event for adult to write.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p>
STANDARD / STRAND	VT.YP.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.II.3.1.	Visual Arts

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.II.3.1.1.	Children create art using a variety of tools and art media to express their ideas, feelings, creativity, and develop appreciation of the art created by others.
GRADE LEVEL EXPECTATION	YP.II.3.1.1.1.	Create art that expresses individual creativity by using various materials and techniques. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	YP.II.3.1.1.2.	Build 3D shapes with clay and other materials. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	YP.II.3.1.1.3.	Explore the properties of art materials and use them purposefully to create an idea or object. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	YP.II.3.1.1.4.	Discuss own artistic creations. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD / STRAND	VT.YP.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.II.3.2.	Music
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.II.3.2.1.	Children engage in making and listening to music as a vehicle for expression and learning.
GRADE LEVEL EXPECTATION	YP.II.3.2.1.1.	Use simple musical instruments to produce rhythms and tones. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	YP.II.3.2.1.2.	Repeat a short melody. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	YP.II.3.2.1.3.	Show awareness of different musical tempos, beats and rhythms by clapping or playing simple instruments. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression

GRADE LEVEL EXPECTATION	YP.II.3.2.1.4.	Identify different musical instruments. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	YP.II.3.2.1.5.	Participate willingly in music activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	YP.II.3.2.1.6.	Describe musical experiences they have participated in or observed. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STANDARD / STRAND	VT.YP.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.II.3.3.	Theatre (Dramatic Play)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.II.3.3.1.	Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.
GRADE LEVEL EXPECTATION	YP.II.3.3.1.1.	Use creativity and imagination to manipulate materials and assume roles in dramatic play situations. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	YP.II.3.3.1.2.	Identify real and make believe situations through dramatic play. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	YP.II.3.3.1.3.	Create own dramatic play scenarios. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	YP.II.3.3.1.4.	Create various facial expressions and voice inflections when in character. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	YP.II.3.3.1.5.	Demonstrate an awareness of audience (e.g., ask others to watch performance). <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language



STANDARD / STRAND	VT.YP.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.II.3.4.	Dance
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.II.3.4.1.	Children use movement to creatively express their ideas and feelings, and to learn.
GRADE LEVEL EXPECTATION	YP.II.3.4.1.1.	Show awareness of various patterns of beat, rhythm and movement through dance. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	YP.II.3.4.1.2.	Participate in open-ended, creative movement activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	YP.II.3.4.1.3.	Indicate preferences for certain dances and songs with movement (e.g., Head, Shoulders, Knees & Toes). <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	YP.II.3.4.1.4.	Use creative movement to express feelings. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STANDARD / STRAND	VT.YP.III.1.	LEARNING ABOUT THE WORLD – Mathematics (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.III.1.1a.	Number Sense, quantity, and Counting: Number Sense and Quantity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.III.1.1a.1.	Children count in sequence and by multiples, represent numerals, connect counting to cardinality, and compare quantities.
GRADE LEVEL EXPECTATION	YP.III.1.1a.1.1.	Recite numbers to 10 in correct sequence. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object



GRADE LEVEL EXPECTATION	YP.III.1.1a.1.2.	Count up to 5 objects using one number for each object independently. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
GRADE LEVEL EXPECTATION	YP.III.1.1a.1.3.	Quickly identify number of 1-3 objects without counting. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.3 Emerging to 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
GRADE LEVEL EXPECTATION	YP.III.1.1a.1.4.	Read numerals up to 5 and connect them to the quantities they represent. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects
STANDARD / STRAND	VT.YP.III.1.	LEARNING ABOUT THE WORLD – Mathematics (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.III.1.2a.	Number Relationships and Operations: Number Relationships and Operations
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.III.1.2a.1.	Children increasingly use numbers to describe relationships and to solve mathematical problems.
GRADE LEVEL EXPECTATION	YP.III.1.2a.1.1.	Use various strategies (e.g., counting, matching) to compare groups as having more or fewer objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
GRADE LEVEL EXPECTATION	YP.III.1.2a.1.2.	Demonstrate knowledge that objects or sets can be combined or separated. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

GRADE LEVEL EXPECTATION	YP.III.1.2a.1.3.	<p>Use emerging reasoning skills to determine a solution to a mathematical problem.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
STANDARD / STRAND	VT.YP.III.1.	LEARNING ABOUT THE WORLD – Mathematics (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.III.1.3a.	Measurement, Classification and Data: Measurement, Comparison, Classification, and Time
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.III.1.3a.1.	Children develop awareness of the differences of the objects and learn to sort, compare and classify objects by their attributes and properties. They also develop a rudimentary sense of time based mostly on common routines.
GRADE LEVEL EXPECTATION	YP.III.1.3a.1.1.	<p>Sort objects by one attribute such as color, length, weight or size.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
GRADE LEVEL EXPECTATION	YP.III.1.3a.1.2.	<p>Match objects of similar size.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
GRADE LEVEL EXPECTATION	YP.III.1.3a.1.3.	<p>Use language to label objects according to an attribute (e.g., big/little, tall/short).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
GRADE LEVEL EXPECTATION	YP.III.1.3a.1.4.	<p>Classify familiar objects into categories (e.g., fruits or vegetables) with modeling and assistance.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.3 Emerging to 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>

GRADE LEVEL EXPECTATION	YP.III.1.3a.1.5.	<p>Use Standard and non-Standard ways and tools to measure and compare (e.g., 3 hands long) with modeling and assistance.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.5 Emerging to 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
GRADE LEVEL EXPECTATION	YP.III.1.3a.1.6.	<p>Predict upcoming events based on prior knowledge (e.g., pick up toys and then sit on rug for story time).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money Objective 22b.2 Knows usual sequence of basic daily events</p>
GRADE LEVEL EXPECTATION	YP.III.1.3a.1.7.	<p>Show an understanding of variations of full (e.g. a little full, very full, just a little, etc.).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
STANDARD / STRAND	VT.YP.III.1.	LEARNING ABOUT THE WORLD – Mathematics (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.III.1.4a.	Geometry and Spatial Reasoning: Geometry and Spatial Sense
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.III.1.4a.1.	Children increasingly recognize two- and three-dimensional objects and use spatial reasoning.
GRADE LEVEL EXPECTATION	YP.III.1.4a.1.1.	<p>Name common two-dimensional shapes (e.g. square, rectangle, circle, triangle) regardless of orientation.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)</p>
GRADE LEVEL EXPECTATION	YP.III.1.4a.1.2.	<p>Use position words such as behind, in, on accurately.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)</p>

GRADE LEVEL EXPECTATION	YP.III.1.4a.1.3.	Use two- and three-dimensional shapes to create pictures and structures. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
GRADE LEVEL EXPECTATION	YP.III.1.4a.1.4.	Complete a 5-7 piece connecting puzzle by looking at the picture and/or shapes. <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)
STANDARD / STRAND	VT.YP.III.2.	LEARNING ABOUT THE WORLD – Science (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.III.2.1.	Physical Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.III.2.1.1.	Children construct concepts of the properties of matter, sound, motion and energy through exploration and investigations.
GRADE LEVEL EXPECTATION	YP.III.2.1.1.1.	Investigate and describe different types or speeds of motion. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	YP.III.2.1.1.2.	Use objects to effect motion (e.g., build ramp with blocks so cars go faster). <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	YP.III.2.1.1.3.	Investigate and identify solids and liquids. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STANDARD / STRAND	VT.YP.III.2.	LEARNING ABOUT THE WORLD – Science (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.III.2.2.	Life Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.III.2.2.1.	Children construct concepts about the characteristics of living organisms, their biology and ecosystems through exploration and investigations.



GRADE LEVEL EXPECTATION	YP.III.2.2.1.1.	Identify living from non-living things. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	YP.III.2.2.1.2.	Identify and describe the functions of some body parts (e.g., use my legs to run). <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	YP.III.2.2.1.3.	Categorize common living things as either plants or animals. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD / STRAND	VT.YP.III.2.	LEARNING ABOUT THE WORLD – Science (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.III.2.3.	Earth and Space Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.III.2.3.1.	Children construct concepts about Earth's systems, the impacts of human activity on these systems, and Earth's place in the universe through observations, exploration, and investigations.
GRADE LEVEL EXPECTATION	YP.III.2.3.1.1.	Observe and discuss changes in weather from day to day. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	YP.III.2.3.1.2.	Compare and describe texture of different earth materials. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD / STRAND	VT.YP.III.2.	LEARNING ABOUT THE WORLD – Science (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.III.2.4.	Engineering Design
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.III.2.4.1.	Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.
GRADE LEVEL EXPECTATION	YP.III.2.4.1.1.	Investigate properties of movement through ramps, pulleys, tracks, etc. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials

GRADE LEVEL EXPECTATION	YP.III.2.4.1.2.	Understand cause & effect (e.g., if I do this then that will happen). <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	YP.III.2.4.1.3.	Build and rebuild elaborate structures out of a variety of materials experimenting with substance, height, breadth, and balance. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	YP.III.2.4.1.4.	Use simple tools to experiment and observe functions. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
GRADE LEVEL EXPECTATION	YP.III.2.4.1.5.	Investigate objects that require positioning and movement. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STANDARD / STRAND	VT.YP.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.III.3.1.	Inquiry
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.III.3.1.1.	Children make sense of the world around them by actively gathering and interpreting information.
GRADE LEVEL EXPECTATION	YP.III.3.1.1.1.	Ask “why” and other questions to gain information, and attend to responses given. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
STANDARD / STRAND	VT.YP.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.III.3.2.	Family and Community; Civics, Government & Society
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.III.3.2.1.	Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.

GRADE LEVEL EXPECTATION	YP.III.3.2.1.1.	Talk about close family members and their relationships to each other. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	YP.III.3.2.1.2.	Contribute to their class community (e.g., help clean up area didn't play in). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	YP.III.3.2.1.3.	Identify self as part of a specific group (e.g., family, class). <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	YP.III.3.2.1.4.	Demonstrate knowledge of a group's rules and outcomes of choices they make. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	YP.III.3.2.1.5.	Take part in the responsibilities of being in a family or group (e.g., participate in clean-up). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / STRAND	VT.YP.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.III.3.3.	Physical & Cultural Geography
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.III.3.3.1.	Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures.
GRADE LEVEL EXPECTATION	YP.III.3.3.1.1.	Use simple positional terms to describe location of familiar objects and people. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	YP.III.3.3.1.2.	Work to help care for their environment (e.g., recycle paper, pick up litter on walk). <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge

GRADE LEVEL EXPECTATION	YP.III.3.3.1.3.	Describe own family traditions and cultural celebrations. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	YP.III.3.3.1.4.	Ask simple questions about others' cultural traditions and celebrations. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / STRAND	VT.YP.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.III.3.4.	History
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.III.3.4.1.	Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.
GRADE LEVEL EXPECTATION	YP.III.3.4.1.1.	Relate a personal story from the past with assistance (e.g., When I was a baby..." <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	YP.III.3.4.1.2.	Use concepts of yesterday, tomorrow, a long time ago with assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	YP.III.3.4.1.3.	Describe sequence of simple routines (e.g., flush toilet then wash hands) with reminders. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
STANDARD / STRAND	VT.YP.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Younger Preschoolers - By 48 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YP.III.3.5.	Economics
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YP.III.3.5.1.	Children describe how people interact economically and the occupations that people do to support themselves and society. They also learn about the economic interdependent relationships among people in our society.
GRADE LEVEL EXPECTATION	YP.III.3.5.1.1.	Explain reasons why people work (e.g., to buy food). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live



GRADE LEVEL EXPECTATION	YP.III.3.5.1.2.	Use pretend money during dramatic play to purchase goods and services. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	YP.III.3.5.1.3.	Describe some occupations and the work people in those occupations do (e.g., firefighter, teacher). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / STRAND	VT.OP.I.1.	DEVELOPING SELF - Approaches to Learning (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.I.1.1.	Play and Exploration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.I.1.1.1.	Children engage in play to understand the world around them.
GRADE LEVEL EXPECTATION	OP.I.1.1.1.1.	Engage solidly in “solitary”, “parallel”, “associative” and “cooperative play” (e.g., play that involves engagement, negotiation and pre-planning). <u>GOLD® Objectives for Development and Learning</u> • 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
GRADE LEVEL EXPECTATION	OP.I.1.1.1.2.	Engage in sustained play episodes (e.g., stays in a dramatic play role like “the baby”). <u>GOLD® Objectives for Development and Learning</u> • 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
GRADE LEVEL EXPECTATION	OP.I.1.1.1.3.	Practice concepts through play (e.g., emergent writing: restaurant menu, geometry: naming the block shapes used in building a garage). <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

GRADE LEVEL EXPECTATION	OP.I.1.1.1.4.	<p>Play basic games with rules.</p> <p><u>GOLD® Objectives for Development and Learning</u> • 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>
STANDARD / STRAND	VT.OP.I.1.	DEVELOPING SELF - Approaches to Learning (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.I.1.2.	Initiative
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.I.1.2.1.	Children show curiosity about the world around them, and take action to interact with it and learn.
GRADE LEVEL EXPECTATION	OP.I.1.2.1.1.	<p>Demonstrate flexibility, imagination and inventiveness in approaching task and activities through play.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.6 Changes plans if a better idea is thought of or proposed</p>
GRADE LEVEL EXPECTATION	OP.I.1.2.1.2.	<p>Explore and discuss a range of topics, ideas and tasks.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
GRADE LEVEL EXPECTATION	OP.I.1.2.1.3.	<p>Attempt to master new skills (e.g., riding a bike).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks</p>
GRADE LEVEL EXPECTATION	OP.I.1.2.1.4.	<p>Ask questions to find out about future events.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events</p>
STANDARD / STRAND	VT.OP.I.1.	DEVELOPING SELF - Approaches to Learning (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.I.1.3.	Problem Solving

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.I.1.3.1.	Children display an interest in novel situations, and demonstrate flexibility, creativity and innovation in solving challenging tasks.
GRADE LEVEL EXPECTATION	OP.I.1.3.1.1.	Use imagination and creativity to interact with objects and materials. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.6 Changes plans if a better idea is thought of or proposed
GRADE LEVEL EXPECTATION	OP.I.1.3.1.2.	Uses a new skill in a variety of contexts. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
GRADE LEVEL EXPECTATION	OP.I.1.3.1.3.	Engage in learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
GRADE LEVEL EXPECTATION	OP.I.1.3.1.4.	Demonstrate appropriate solutions to simple problems. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
STANDARD / STRAND	VT.OP.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.I.2.1.	Emotion and Self-Regulation
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.I.2.1.1.	Children express a range of emotions, and regulate their emotional and social responses.
GRADE LEVEL EXPECTATION	OP.I.2.1.1.1.	Express needs of self and others and stands up for rights of self and others. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors



GRADE LEVEL EXPECTATION	OP.I.2.1.1.2.	<p>Make choices and shows understanding of consequences.</p> <p><u>GOLD® Objectives for Development and Learning</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</p>
GRADE LEVEL EXPECTATION	OP.I.2.1.1.3.	<p>Independently adapt behavior to fit different expectations and situations.</p> <p><u>GOLD® Objectives for Development and Learning</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</p>
GRADE LEVEL EXPECTATION	OP.I.2.1.1.4.	<p>Participate in small and large group peer selected and adult led activities.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
GRADE LEVEL EXPECTATION	OP.I.2.1.1.5.	<p>Use problem solving skills to compromise and resolve conflicts e.g., offers to trade toy for another, takes turn with another child.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems</p>
GRADE LEVEL EXPECTATION	OP.I.2.1.1.6.	<p>Focus on a self-selected activity or task to completion with adult help.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.7 Emerging to 1c.8 Takes responsibility for own well-being</p>
GRADE LEVEL EXPECTATION	OP.I.2.1.1.7.	<p>Manage transitions with minimal direction from adults.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
STANDARD / STRAND	VT.OP.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.I.2.2.	Self-Awareness



GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.I.2.2.1.	Children demonstrate awareness of their personal characteristics, skills, and abilities.
GRADE LEVEL EXPECTATION	OP.I.2.2.1.1.	Express needs of self and others. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
GRADE LEVEL EXPECTATION	OP.I.2.2.1.2.	Stand up for rights of self and others. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors
GRADE LEVEL EXPECTATION	OP.I.2.2.1.3.	Make choices and understand consequences. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
GRADE LEVEL EXPECTATION	OP.I.2.2.1.4.	Show confidence in range of abilities and in the capacity to accomplish tasks and take on new tasks. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
GRADE LEVEL EXPECTATION	OP.I.2.2.1.5.	Express cultural influences from home, neighborhood and community e.g., celebrating traditions. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	OP.I.2.2.1.6.	Demonstrate an understanding and acceptance of similarities and differences among people e.g., gender, race, special needs, culture, language and family. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / STRAND	VT.OP.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (Older Preschoolers - By 60 months)

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.I.2.3.	Relationships with Adults and Peers
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.I.2.3.1.	Children develop healthy positive relationships with adults and peers.
GRADE LEVEL EXPECTATION	OP.I.2.3.1.1.	<p>Play and cooperate with other children sharing objects, conversations, and ideas.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
GRADE LEVEL EXPECTATION	OP.I.2.3.1.2.	<p>Respect the rights of others recognizing their feelings and responding with courtesy and kindness.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
GRADE LEVEL EXPECTATION	OP.I.2.3.1.3.	<p>Accept guidance and direction from familiar adults and seeks their support when needed.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
GRADE LEVEL EXPECTATION	OP.I.2.3.1.4.	<p>Suggest solutions to social problems.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems <p>Objective 3b.6 Suggest solutions to social problems</p>
STANDARD / STRAND	VT.OP.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.I.3.1.	Motor Development and Coordination
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.I.3.1.1.	Children develop strength, coordination, and control of their large muscles.

GRADE LEVEL EXPECTATION	OP.I.3.1.1.1.	<p>Exhibit motor control and balance when moving the whole body in a range of physical activities (e.g., alternate feet walking up and down stairs, propelling a wheelchair or mobility device, skipping, running, climbing and hopping).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.8 Coordinates increasingly complex movements in play and games</p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.8 Sustains balance during complex movement experiences</p>
GRADE LEVEL EXPECTATION	OP.I.3.1.1.2.	<p>Demonstrate motor control and coordination when using objects for a range of physical activities (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, pedaling a tricycle).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.8 Coordinates increasingly complex movements in play and games</p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.8 Manipulates balls or similar objects with a full range of motion</p>
GRADE LEVEL EXPECTATION	OP.I.3.1.1.3.	<p>Move through space showing awareness of own body in relation to other people and objects.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.8 Coordinates increasingly complex movements in play and games</p>
GRADE LEVEL EXPECTATION	OP.I.3.1.1.4.	<p>Manipulate balls or similar objects with flexible body movements (e.g., bounce and catch a ball).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 6 Demonstrates gross-motor manipulative skills <p>Objective 6.8 Manipulates balls or similar objects with a full range of motion</p>
STANDARD / STRAND	VT.OP.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.I.3.1.	Motor Development and Coordination
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.I.3.1.2.	Children develop strength, eye-hand coordination, and control of their small or fine motor muscles.



GRADE LEVEL EXPECTATION	OP.I.3.1.2.1.	<p>Demonstrate fine motor skills requiring greater strength and control (e.g., use a paper punch, stapler, spray bottle).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements</p>
GRADE LEVEL EXPECTATION	OP.I.3.1.2.2.	<p>Use eye-hand coordination to accomplish more complex tasks (e.g., button or zip clothes, eat with a fork, cut out simple shapes staying close to lines, use writing tools, fit pegs into pegboard).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements</p>
STANDARD / STRAND	VT.OP.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.I.3.2.1.	Children develop healthy eating habits and knowledge of good nutrition.
GRADE LEVEL EXPECTATION	OP.I.3.2.1.1.	<p>Eat a variety of nutritious foods.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being</p>
GRADE LEVEL EXPECTATION	OP.I.3.2.1.2.	<p>Distinguish food on a continuum from most healthy to less healthy.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being</p>
GRADE LEVEL EXPECTATION	OP.I.3.2.1.3.	<p>Assist adults to prepare healthy snacks and meals.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being</p>

GRADE LEVEL EXPECTATION	OP.I.3.2.1.4.	<p>Communicate food preferences.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being</p>
GRADE LEVEL EXPECTATION	OP.I.3.2.1.5.	<p>Sort food into food groups and communicate benefits of healthy foods.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being</p>
STANDARD / STRAND	VT.OP.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.I.3.2.2.	Children develop personal health and self-care habits, and become increasingly independent.
GRADE LEVEL EXPECTATION	OP.I.3.2.2.1.	<p>Communicate with words or sign language to ask adults or peers specifically for the kind of help needed in a particular situation.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being</p>
GRADE LEVEL EXPECTATION	OP.I.3.2.2.2.	<p>Independently start and participate in sleep routines.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being</p>
GRADE LEVEL EXPECTATION	OP.I.3.2.2.3.	<p>Communicate ways sleep keeps us healthy and makes us feel good.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being</p>



GRADE LEVEL EXPECTATION	OP.I.3.2.2.4.	<p>Communicate how daily activity and healthy behavior promote overall personal health with some support.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.8 Takes responsibility for own well-being</p>
GRADE LEVEL EXPECTATION	OP.I.3.2.2.5.	<p>Independently complete personal care tasks (e.g., brushing teeth, toileting, washing hands).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.8 Takes responsibility for own well-being</p>
GRADE LEVEL EXPECTATION	OP.I.3.2.2.6.	<p>Explain the importance of doctor and dentist visits and cooperate during these visits and with health and developmental screenings.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.8 Takes responsibility for own well-being</p>
GRADE LEVEL EXPECTATION	OP.I.3.2.2.7.	<p>Recognize and communicate when experiencing pain or symptoms of illness.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.8 Takes responsibility for own well-being</p>
GRADE LEVEL EXPECTATION	OP.I.3.2.2.8.	<p>Participate in structured and unstructured physical activities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.8 Takes responsibility for own well-being</p>
STANDARD / STRAND	VT.OP.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.I.3.2.3.	Children develop the ability to identify unsafe situations, and use safe practices.



GRADE LEVEL EXPECTATION	OP.I.3.2.3.1.	Avoid potentially dangerous behaviors (e.g., do not take medicine or cross road without adult assistance). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
GRADE LEVEL EXPECTATION	OP.I.3.2.3.2.	Follow basic safety rules and show safe behavior for self and others by applying established rules, procedures and safe practices with adult guidance. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
GRADE LEVEL EXPECTATION	OP.I.3.2.3.3.	Identify adults in their communities who can keep them safe (e.g., police, firefighter). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
GRADE LEVEL EXPECTATION	OP.I.3.2.3.4.	Communicate 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.8 Takes responsibility for own well-being
GRADE LEVEL EXPECTATION	OP.I.3.2.3.5.	Follow basic health and safety rules and respond appropriately to harmful or unsafe situations. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
STANDARD / STRAND	VT.OP.II.1.	COMMUNICATION and EXPRESSION - Language Development (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.II.1.1.	Receptive Language (Listening)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.II.1.1.1.	Young children attend to, comprehend, and respond to increasingly complex language.

GRADE LEVEL EXPECTATION	OP.II.1.1.1.1.	<p>Follow multistep directions especially when these are familiar activities (e.g., steps in getting ready to play outdoors).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language b. Follows directions <p>Objective 8b.8 Follows detailed, instructional, multistep directions</p>
GRADE LEVEL EXPECTATION	OP.II.1.1.1.2.	<p>Demonstrate an understanding of complex statements having 1 or 2 phrases (e.g., Please put the toothbrush in the box under the sink).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
GRADE LEVEL EXPECTATION	OP.II.1.1.1.3.	<p>Demonstrate an understanding of different language forms such as questions and exclamations.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
GRADE LEVEL EXPECTATION	OP.II.1.1.1.4.	<p>Demonstrate through conversation comprehension of more complex vocabulary (i.e., abstract concepts and words beyond everyday vocabulary).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
STANDARD / STRAND	VT.OP.II.1.	COMMUNICATION and EXPRESSION - Language Development (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.II.1.2.	Expressive Language (Speaking)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.II.1.2.1.	Young children use increasingly complex vocabulary and grammar to express their thoughts, feelings, and ideas.

GRADE LEVEL EXPECTATION	OP.II.1.2.1.1.	<p>Use sentences with more complex grammatical structures when speaking (e.g., embedded clauses, such as “My teacher, who likes dogs, is nice”)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>
GRADE LEVEL EXPECTATION	OP.II.1.2.1.2.	<p>Engage in storytelling.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place <p>Objective 9d.8 Tells elaborate stories that refer to other times and places</p>
GRADE LEVEL EXPECTATION	OP.II.1.2.1.3.	<p>Combine 5-8 words into sentences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.7 Emerging to 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>
GRADE LEVEL EXPECTATION	OP.II.1.2.1.4.	<p>Use different forms of language for different purposes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.6 Describes and tells the use of many familiar items</p>
GRADE LEVEL EXPECTATION	OP.II.1.2.1.5.	<p>Use abstract and increasingly detailed and varied vocabulary when speaking (e.g., use “turquoise” rather than “blue” or “I want to fly into space when I grow up”).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.6 Describes and tells the use of many familiar items</p>
STANDARD / STRAND	VT.OP.II.1.	COMMUNICATION and EXPRESSION - Language Development (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.II.1.4.	Social Rules of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.II.1.4.1.	Young children initiate and maintain conversations with others while developing knowledge and use of the social rules of language.

GRADE LEVEL EXPECTATION	OP.II.1.4.1.1.	<p>Listen and respond on topic during longer conversations with others and in group discussions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <p>Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
GRADE LEVEL EXPECTATION	OP.II.1.4.1.2.	<p>Use simpler language when talking with younger children.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <p>Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
GRADE LEVEL EXPECTATION	OP.II.1.4.1.3.	<p>Initiate conversations with others and maintain topic of conversation 2-4 turns.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.6 Engages in conversations of at least three exchanges</p>
GRADE LEVEL EXPECTATION	OP.II.1.4.1.4.	<p>If misunderstood may simply repeat the same sentence rather than trying a different way of conveying the message.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words</p>
STANDARD / STRAND	VT.OP.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Print Concepts
EXPECTATION	OP.II.2.1.1.1.	<p>Indicate where to start reading on a page and how to move across and down a page.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.4 Indicates where to start reading and the direction to follow</p>

EXPECTATION	OP.II.2.1.1.2.	Demonstrate knowledge of the association between written words and spoken words. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.2 Shows understanding that text is meaningful and can be read
EXPECTATION	OP.II.2.1.1.3.	Display book handling skills. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
STANDARD / STRAND	VT.OP.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Phonological Awareness
EXPECTATION	OP.II.2.1.1.4.	Segment syllables in spoken words with modeling and assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.3 Emerging to 15c.4 Shows awareness of separate syllables in words
EXPECTATION	OP.II.2.1.1.5.	Determine if two words rhyme. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.6 Decides whether two words rhyme
EXPECTATION	OP.II.2.1.1.6.	With modeling and assistance, segment onsets and rimes of single-syllable spoken words. <u>GOLD® Objectives for Development and Learning</u> • 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



STANDARD / STRAND	VT.OP.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Phonics and Word Recognition
EXPECTATION	OP.II.2.1.1.7.	Associate some letters of the alphabet with their specific sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.4 Produces the correct sounds for 10–20 letters
EXPECTATION	OP.II.2.1.1.8.	Identify words that start with the same letter as their name. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word
STANDARD / STRAND	VT.OP.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Fluency
EXPECTATION	OP.II.2.1.1.9.	Pretend to read a familiar book using language from the text and reading-like intonation. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.6 Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation
STANDARD / STRAND	VT.OP.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.II.2.2a.	Reading: Engagement with Literature and Informational Text (0-5)

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.II.2.2a.1.	Children develop “book language” and demonstrate comprehension.
GRADE LEVEL EXPECTATION	OP.II.2.2a.1.1.	<p>Identify characters and setting in a story read aloud.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
GRADE LEVEL EXPECTATION	OP.II.2.2a.1.2.	<p>Use story title, pictures, content and prior knowledge to predict story content.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
GRADE LEVEL EXPECTATION	OP.II.2.2a.1.3.	<p>Make connections between stories and real-life experiences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
GRADE LEVEL EXPECTATION	OP.II.2.2a.1.4.	<p>Retell or re-enact a familiar story in the correct sequence of a familiar story’s major events with prompting and support.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <p>Objective 18c.5 Emerging to 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate</p>
GRADE LEVEL EXPECTATION	OP.II.2.2a.1.5.	<p>Ask and answer questions about the characters and major events of a story with prompting and support.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>



STANDARD / STRAND	VT.OP.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.II.2.3.	Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.II.2.3.1.	Children demonstrate the understanding that writing is a means for communication. With increasing fine motor skills and experiences with literacy, children begin to use writing conventions. (0-5)
GRADE LEVEL EXPECTATION	OP.II.2.3.1.1.	<p>Use writing and drawing for various purposes, such as giving information, narrating stories, or giving an opinion.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message</p>
GRADE LEVEL EXPECTATION	OP.II.2.3.1.2.	<p>Copy, trace, or independently write letters or words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message</p>
GRADE LEVEL EXPECTATION	OP.II.2.3.1.3.	<p>Print or copy own name and identify some of the letters.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills a. Writes name <p>Objective 19a.9 Emerging to 19a.10 Writes partially accurate first name</p>
GRADE LEVEL EXPECTATION	OP.II.2.3.1.4.	<p>Use “sound spelling” (use initial sound of word and other letters to represent sounds heard in the word).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message</p>
GRADE LEVEL EXPECTATION	OP.II.2.3.1.5.	<p>Participate in shared writing experiences (e.g., contributing ideas to a story).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
STANDARD / STRAND	VT.OP.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Older Preschoolers - By 60 months)



ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.II.3.1.	Visual Arts
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.II.3.1.1.	Children create art using a variety of tools and art media to express their ideas, feelings, creativity, and develop appreciation of the art created by others.
GRADE LEVEL EXPECTATION	OP.II.3.1.1.1.	Create artistic works through an open-ended process that reflect thoughts, feelings, experiences, or knowledge. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	OP.II.3.1.1.2.	Independently plan and complete artistic creations such as drawings, paintings, collages. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	OP.II.3.1.1.3.	Discuss own artistic creations and those of others. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	OP.II.3.1.1.4.	Show appreciation for different art forms and the creative work of others. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD / STRAND	VT.OP.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.II.3.2.	Music
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.II.3.2.1.	Children engage in making and listening to music as a vehicle for expression and learning.
GRADE LEVEL EXPECTATION	OP.II.3.2.1.1.	Experiment with musical instruments. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	OP.II.3.2.1.2.	Recall and imitate different musical tones, rhythms, as they make music. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	OP.II.3.2.1.3.	Express creativity through music. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression



GRADE LEVEL EXPECTATION	OP.II.3.2.1.4.	Participate in music activities such as clapping, stomping, listening or singing. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STANDARD / STRAND	VT.OP.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.II.3.3.	Theatre (Dramatic Play)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.II.3.3.1.	Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.
GRADE LEVEL EXPECTATION	OP.II.3.3.1.1.	Initiate role-playing experiences and playing with props and costumes. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	OP.II.3.3.1.2.	Use dialogue, actions, and objects to tell a story or express thoughts and feelings of themselves or of a character. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	OP.II.3.3.1.3.	Use various facial expressions and voice inflections when playing a character. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	OP.II.3.3.1.4.	Use creativity and imagination to manipulate materials and assume roles in dramatic play situations. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	OP.II.3.3.1.5.	Experience perspective of others through sociodramatic play. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
STANDARD / STRAND	VT.OP.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.II.3.4.	Dance
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.II.3.4.1.	Children use movement to creatively express their ideas and feelings, and to learn.



GRADE LEVEL EXPECTATION	OP.II.3.4.1.1.	Move to different patterns of beat and rhythm in music. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	OP.II.3.4.1.2.	Express what is felt and heard in various musical tempos and styles. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	OP.II.3.4.1.3.	Use creative movement to express concepts, ideas, or feelings. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	OP.II.3.4.1.4.	Repeat choreographed movements and begin to create own movements. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STANDARD / STRAND	VT.OP.III.1.	LEARNING ABOUT THE WORLD – Mathematics (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.III.1.1a.	Number Sense, quantity, and Counting: Number Sense and Quantity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.III.1.1a.1.	Children count in sequence and by multiples, represent numerals, connect counting to cardinality, and compare quantities.
GRADE LEVEL EXPECTATION	OP.III.1.1a.1.1.	Recite numbers to 20 in sequence with only occasional errors. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
GRADE LEVEL EXPECTATION	OP.III.1.1a.1.2.	Say the next number that comes before or after in a sequence of 1-10 <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting

GRADE LEVEL EXPECTATION	OP.III.1.1a.1.3.	Count a group of up to 10 objects and understand that the last number represents the number of objects in the group. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
GRADE LEVEL EXPECTATION	OP.III.1.1a.1.4.	Quickly identify number of 1-5 objects without counting. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
GRADE LEVEL EXPECTATION	OP.III.1.1a.1.5.	Read numerals up to 10 and connect them to the quantities they represent. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects
GRADE LEVEL EXPECTATION	OP.III.1.1a.1.6.	Compare groups of up to 10 objects and identify which group has more or less, or if they are the same (equal). <u>GOLD® Objectives for Development and Learning</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
STANDARD / STRAND	VT.OP.III.1.	LEARNING ABOUT THE WORLD – Mathematics (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.III.1.2a.	Number Relationships and Operations: Number Relationships and Operations
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.III.1.2a.1.	Children increasingly use numbers to describe relationships and to solve mathematical problems.
GRADE LEVEL EXPECTATION	OP.III.1.2a.1.1.	Use simple strategies to solve mathematical problems and communicate how they solved the problems. <u>GOLD® Objectives for Development and Learning</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

GRADE LEVEL EXPECTATION	OP.III.1.2a.1.2.	<p>Combine and separate small groups of objects to make new groupings, and identify the resulting number in the group.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
GRADE LEVEL EXPECTATION	OP.III.1.2a.1.3.	<p>Match two equal sets using one-to-one correspondence and understand they are the same.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
GRADE LEVEL EXPECTATION	OP.III.1.2a.1.4.	<p>Use a range of strategies such as counting, matching to compare quantity in two sets of objects and describe the relationship with comparative terms (e.g., more, less, fewer, equal).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
STANDARD / STRAND	VT.OP.III.1.	LEARNING ABOUT THE WORLD – Mathematics (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.III.1.3a.	Measurement, Classification and Data: Measurement, Comparison, Classification, and Time
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.III.1.3a.1.	Children develop awareness of the differences of the objects and learn to sort, compare and classify objects by their attributes and properties. They also develop a rudimentary sense of time based mostly on common routines.
GRADE LEVEL EXPECTATION	OP.III.1.3a.1.1.	<p>Compare and group objects using attributes of length, weight, and size, and explain reasoning (e.g., “I put all the big black buttons in this pile and the small black ones there.”).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>

GRADE LEVEL EXPECTATION	OP.III.1.3a.1.2.	Sort objects using two or more attributes (e.g., sets of large blue bears, small blue bears, large red bears, small red bears) and compare number of objects in each set. <u>GOLD® Objectives for Development and Learning</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 EXPECTATION	OP.III.1.3a.1.3.	Classify familiar objects into categories (e.g., fruits or vegetables). <u>GOLD® Objectives for Development and Learning</u> • Objective 13 Uses classification skills Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
GRADE LEVEL EXPECTATION	OP.III.1.3a.1.4.	Order objects by size or length (i.e., seriation). <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume
GRADE LEVEL EXPECTATION	OP.III.1.3a.1.5.	Use Standard and non-Standard ways and tools to measure and compare (e.g., 3 hands long). <u>GOLD® Objectives for Development and Learning</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 EXPECTATION	OP.III.1.3a.1.6.	Use terms such as before, after, now, later, tomorrow, and yesterday accurately. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money Objective 22b.4 Relates time to daily routines and schedule
STANDARD / STRAND	VT.OP.III.1.	LEARNING ABOUT THE WORLD – Mathematics (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.III.1.4a.	Geometry and Spatial Reasoning: Geometry and Spatial Sense
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.III.1.4a.1.	Children increasingly recognize two- and three-dimensional objects and use spatial reasoning.

GRADE LEVEL EXPECTATION	OP.III.1.4a.1.1.	<p>Name common two- and three-dimensional shapes, and their parts and attributes (e.g., “A triangle has 3 points.”).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
GRADE LEVEL EXPECTATION	OP.III.1.4a.1.2.	<p>Combine (i.e., compose) and separate (i.e., decompose) shapes to make other shapes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.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 EXPECTATION	OP.III.1.4a.1.3.	<p>Use terms such as on top of, beside, in front, etc. to communicate ideas about the relative position of objects.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance</p>
GRADE LEVEL EXPECTATION	OP.III.1.4a.1.4.	<p>Follow simple directions related to relative position (beside, between, next to, etc.).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance</p>
GRADE LEVEL EXPECTATION	OP.III.1.4a.1.5.	<p>Complete a 9-12 piece jigsaw puzzle by looking at the picture and/or shapes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
STANDARD / STRAND	VT.OP.III.2.	LEARNING ABOUT THE WORLD – Science (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.III.2.1.	Physical Sciences



GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.III.2.1.1.	Children construct concepts of the properties of matter, sound, motion and energy through exploration and investigations.
GRADE LEVEL EXPECTATION	OP.III.2.1.1.1.	Use evidence to discuss what makes something move the way it does and how some movements can be controlled. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	OP.III.2.1.1.2.	Describe objects by their physical properties and states of matter. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	OP.III.2.1.1.3.	Investigate the differences between liquids and solids and explore how liquids can become solids, and solids become liquids. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	OP.III.2.1.1.4.	Use objects to make different sounds (e.g., put beans in a can to make 1 type of sound and in a plastic tub to make another type of sound). <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	OP.III.2.1.1.5.	Demonstrate the relationship between shadows, the objects that make them, and the light source. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STANDARD / STRAND	VT.OP.III.2.	LEARNING ABOUT THE WORLD – Science (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.III.2.2.	Life Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.III.2.2.1.	Children construct concepts about the characteristics of living organisms, their biology and ecosystems through exploration and investigations.

GRADE LEVEL EXPECTATION	OP.III.2.2.1.1.	Describe how plants and animals, including people, grow and change over time. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	OP.III.2.2.1.2.	Explain how animals including people use their senses to gather information (e.g., noses are for smelling). <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	OP.III.2.2.1.3.	Describe how baby animals are similar yet different from their parents. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	OP.III.2.2.1.4.	Discuss how animals meet their needs for shelter (e.g., birds build nests). <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD / STRAND	VT.OP.III.2.	LEARNING ABOUT THE WORLD – Science (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.III.2.3.	Earth and Space Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.III.2.3.1.	Children construct concepts about Earth's systems, the impacts of human activity on these systems, and Earth's place in the universe through observations, exploration, and investigations.
GRADE LEVEL EXPECTATION	OP.III.2.3.1.1.	Record daily weather (e.g., sunny, rainy, snowy). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	OP.III.2.3.1.2.	Describe patterns of weather over time (e.g., in the winter it is cold and snowy). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	OP.III.2.3.1.3.	Recycle materials appropriately (e.g., compost food scraps). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment



GRADE LEVEL EXPECTATION	OP.III.2.3.1.4.	Investigate and ask questions about the properties of earth materials including water, soil, rocks, and sand. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD / STRAND	VT.OP.III.2.	LEARNING ABOUT THE WORLD – Science (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.III.2.4.	Engineering Design
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.III.2.4.1.	Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.
GRADE LEVEL EXPECTATION	OP.III.2.4.1.1.	Draw pictures that represent physical structures. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
GRADE LEVEL EXPECTATION	OP.III.2.4.1.2.	Follow a simple visual plan to construct a structure. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
GRADE LEVEL EXPECTATION	OP.III.2.4.1.3.	Ask why and how questions to figure out how objects work. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	OP.III.2.4.1.4.	Use simple tools to construct solutions to problems. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
GRADE LEVEL EXPECTATION	OP.III.2.4.1.5.	Use classroom objects in novel ways to enhance child-directed play. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.6 Changes plans if a better idea is thought of or proposed
STANDARD / STRAND	VT.OP.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Older Preschoolers - By 60 months)

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.III.3.1.	Inquiry
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.III.3.1.1.	Children make sense of the world around them by actively gathering and interpreting information.
GRADE LEVEL EXPECTATION	OP.III.3.1.1.1.	Ask questions and participate in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	OP.III.3.1.1.2.	Collect, describe and record information through discussions, simple drawings, maps and charts. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
GRADE LEVEL EXPECTATION	OP.III.3.1.1.3.	Describe and discuss predictions, explanations and generalizations based on past experience. <u>GOLD® Objectives for Development and Learning</u> • Objective 24 Uses scientific inquiry skills
STANDARD / STRAND	VT.OP.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.III.3.2.	Family and Community; Civics, Government & Society
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.III.3.2.1.	Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.
GRADE LEVEL EXPECTATION	OP.III.3.2.1.1.	Identify various groups they belong to (e.g., family, class, neighborhood). <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	OP.III.3.2.1.2.	Define group membership according to different contexts (e.g., class member, family members, T-ball team). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	OP.III.3.2.1.3.	Describe their own family structure and family roles. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self

GRADE LEVEL EXPECTATION	OP.III.3.2.1.4.	Act as citizens by demonstrating positive interactions with group members. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	OP.III.3.2.1.5.	Explain the need for rules in a variety of settings (e.g., home, classroom, playground), and for laws in the community. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	OP.III.3.2.1.6.	Describe roles and responsibilities of various occupations in their community (e.g., policeman, teachers, librarians). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / STRAND	VT.OP.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.III.3.3.	Physical & Cultural Geography
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.III.3.3.1.	Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures.
GRADE LEVEL EXPECTATION	OP.III.3.3.1.1.	Identify features of the physical environment around them (e.g., roads, buildings, bodies of water). <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	OP.III.3.3.1.2.	Describe or draw features of the geography of their classroom, home, and community. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	OP.III.3.3.1.3.	Explain that people share the environment with other people, animals, and plants. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	OP.III.3.3.1.4.	Describe ways people can help take care of the environment (e.g., recycle). <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge

GRADE LEVEL EXPECTATION	OP.III.3.3.1.5.	Point out own physical and family characteristics and those of others. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	OP.III.3.3.1.6.	Respect physical and cultural differences of others. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / STRAND	VT.OP.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.III.3.4.	History
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.III.3.4.1.	Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.
GRADE LEVEL EXPECTATION	OP.III.3.4.1.1.	Differentiate between past, present, and future. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	OP.III.3.4.1.2.	Describe events that happened in the past (e.g., family or personal history). <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	OP.III.3.4.1.3.	Explain how people live and what they do changes over time. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	OP.III.3.4.1.4.	Use concepts of before, after, yesterday, tomorrow with good accuracy. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	OP.III.3.4.1.5.	Describe sequence of routines (e.g., getting ready to go outside) practiced in the past with good accuracy. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
STANDARD / STRAND	VT.OP.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Older Preschoolers - By 60 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OP.III.3.5.	Economics



GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OP.III.3.5.1.	Children describe how people interact economically and the occupations that people do to support themselves and society. They also learn about the economic interdependent relationships among people in our society.
GRADE LEVEL EXPECTATION	OP.III.3.5.1.1.	Describe how people interact economically (e.g., use money to purchase things or services). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	OP.III.3.5.1.2.	Describe roles and responsibilities of several occupations, especially those the child is familiar with (e.g., dentist, janitor, farmer). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	OP.III.3.5.1.3.	Identify basic needs people have (e.g., food, clothing). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live

Vermont Early Learning Standards

Kindergarten, adopted 2015

STANDARD / STRAND	VT.K.I.1.	DEVELOPING SELF - Approaches to Learning (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.I.1.1.	Play and Exploration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.I.1.1.1.	Children engage in play to understand the world around them.
GRADE LEVEL EXPECTATION	K.I.1.1.1.1.	Play basic games with rules. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas



GRADE LEVEL EXPECTATION	K.I.1.1.1.2.	Engage in a variety of play-based contexts, to develop skills in oral language, idea expression, problem-solving, and self-regulation. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.8 Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days
GRADE LEVEL EXPECTATION	K.I.1.1.1.3.	Incorporate the outdoor natural environment into play scenarios. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
GRADE LEVEL EXPECTATION	K.I.1.1.1.4.	Engage in productive play scenarios to develop oral language, express ideas, problem-solve, and develop self-regulation. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.8 Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days
STANDARD / STRAND	VT. K.I.1.	DEVELOPING SELF - Approaches to Learning (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.I.1.2.	Initiative
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.I.1.2.1.	Children show curiosity about the world around them, and take action to interact with it and learn.
GRADE LEVEL EXPECTATION	K.I.1.2.1.1.	Initiate finding answers to questions using a variety of resources (e.g., find a book, through play with peer or simply asking an adult). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
STANDARD / STRAND	K.1.1.1.	DEVELOPING SELF - Approaches to Learning (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.I.1.3.	Problem Solving
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.I.1.3.1.	Children display an interest in novel situations, and demonstrate flexibility, creativity and innovation in solving challenging tasks.



GRADE LEVEL EXPECTATION	K.I.1.3.1.1.	Use available materials in novel ways to meet desired goals. (e.g. build a new marble maze with recycled materials). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results
GRADE LEVEL EXPECTATION	K.I.1.3.1.2.	Work with peers to solve problems. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results
GRADE LEVEL EXPECTATION	K.I.1.3.1.3.	Ask questions to find out about phenomenon of interest. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
STANDARD / STRAND	VT. K.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.I.2.1.	Emotion and Self-Regulation
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.I.2.1.1.	Children express a range of emotions, and regulate their emotional and social responses.
GRADE LEVEL EXPECTATION	K.I.2.1.1.1.	Attend to and complete activity with minimal distraction. <u>GOLD® Objectives for Development and Learning</u> • 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
GRADE LEVEL EXPECTATION	K.I.2.1.1.2.	Focus on a self-selected activity or task to completion. <u>GOLD® Objectives for Development and Learning</u> • 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

GRADE LEVEL EXPECTATION	K.I.2.1.1.3.	<p>Recognize how own actions affect others.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.8 Recognizes that others' feelings about a situation might be different from his own</p>
GRADE LEVEL EXPECTATION	K.I.2.1.1.4.	<p>Manage feelings and social situations with greater independence.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.8 Controls strong emotions in an appropriate manner most of the time</p>
GRADE LEVEL EXPECTATION	K.I.2.1.1.5.	<p>Seek help, clarification, and permission from teachers or other adults.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
GRADE LEVEL EXPECTATION	K.I.2.1.1.6.	<p>Resolve some simple conflict through problem solving and negotiation prior to seeking adult help.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.8 Resolves social problems through basic negotiation and compromise</p>
GRADE LEVEL EXPECTATION	K.I.2.1.1.7.	<p>Apply some basic relaxation techniques e.g., 'mountain breathing'.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.8 Controls strong emotions in an appropriate manner most of the time</p>
GRADE LEVEL EXPECTATION	K.I.2.1.1.8.	<p>Engage in more structured large and small group activities.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.8 Cooperates and shares ideas and materials in socially acceptable ways</p>
STANDARD / STRAND	VT. K.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.I.2.2.	Self-Awareness



GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.I.2.2.1.	Children demonstrate awareness of their personal characteristics, skills, and abilities.
GRADE LEVEL EXPECTATION	K.I.2.2.1.1.	<p>Recognize how own actions affect others.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.8 Recognizes that others’ feelings about a situation might be different from his own</p>
GRADE LEVEL EXPECTATION	K.I.2.2.1.2.	<p>Manage feelings and social situations with greater independence.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.8 Controls strong emotions in an appropriate manner most of the time</p>
GRADE LEVEL EXPECTATION	K.I.2.2.1.3.	<p>Report to friends or adult about a family or a cultural tradition.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self</p>
GRADE LEVEL EXPECTATION	K.I.2.2.1.4.	<p>Demonstrate the ability to allow for own personal space and respect others space.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being</p>
GRADE LEVEL EXPECTATION	K.I.2.2.1.5.	<p>Offer to help younger children do things they can’t do for themselves.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
GRADE LEVEL EXPECTATION	K.I.2.2.1.6.	<p>Identify self within the context of family, school and community (e.g., big brother, friend, neighbor).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self</p>
STANDARD / STRAND	VT.K.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.I.2.3.	Relationships with Adults and Peers

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.I.2.3.1.	Children develop healthy positive relationships with adults and peers.
		Builds trust with adult.
GRADE LEVEL EXPECTATION	K.I.2.3.1.1.	<p>Solicit help from adults to accomplish challenging tasks.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests</p>
GRADE LEVEL EXPECTATION	K.I.2.3.1.2.	<p>Respond to and question adult directives for greater understanding.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests</p>
GRADE LEVEL EXPECTATION	K.I.2.3.1.3.	<p>Engage in reciprocal conversation with familiar adults.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests</p>
GRADE LEVEL EXPECTATION	K.I.2.3.1.4.	<p>Build trust with adults; engages with trusted adults as resource and to share mutual interests.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.8 Engages with trusted adults as resources and to share mutual interests</p>
		Developing social skills.
GRADE LEVEL EXPECTATION	K.I.2.3.1.5.	<p>Initiate, join and sustain positive interactions with small group of 2 -3 children.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
GRADE LEVEL EXPECTATION	K.I.2.3.1.6.	<p>Engage in cooperative learning activities to complete a task.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>



GRADE LEVEL EXPECTATION	K.I.2.3.1.7.	<p>Play cooperatively with 3 or 4 others for sustained periods of time.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.8 Interacts cooperatively in groups of four or five children</p>
GRADE LEVEL EXPECTATION	K.I.2.3.1.8.	<p>Express themselves in new settings.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
GRADE LEVEL EXPECTATION	K.I.2.3.1.9.	<p>Engage in games and activities that require adherence to rules.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
GRADE LEVEL EXPECTATION	K.I.2.3.1.10.	<p>Initiate sharing and turn taking when appropriate.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
GRADE LEVEL EXPECTATION	K.I.2.3.1.11.	<p>Respect others' differences in comparison to self.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
GRADE LEVEL EXPECTATION	K.I.2.3.1.12.	<p>Recognize positive qualities in others.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>
GRADE LEVEL EXPECTATION	K.I.2.3.1.13.	<p>Invite others to join a group.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors</p>

GRADE LEVEL EXPECTATION	K.I.2.3.1.14.	Identify friends on the basis of proximity and frequency of interaction. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while
STANDARD / STRAND	VT. K.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.I.3.1.	Motor Development and Coordination
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.I.3.1.1.	Children develop strength, coordination, and control of their large muscles.
GRADE LEVEL EXPECTATION	K.I.3.1.1.1.	Solve simple movement challenges individually involving body parts or self and general space. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
GRADE LEVEL EXPECTATION	K.I.3.1.1.2.	Identify large and small body parts. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
GRADE LEVEL EXPECTATION	K.I.3.1.1.3.	Demonstrate progress toward the mature form of selected loco-motor and manipulative skills, and the ability to stop and start on a signal. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
GRADE LEVEL EXPECTATION	K.I.3.1.1.4.	Identify and demonstrate personal and general space. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
GRADE LEVEL EXPECTATION	K.I.3.1.1.5.	Demonstrate momentary stillness in a variety of balance activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.8 Sustains balance during complex movement experiences
STANDARD / STRAND	VT. K.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Kindergarteners)



ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.I.3.1.	Motor Development and Coordination
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.I.3.1.2.	Children develop strength, eye-hand coordination, and control of their small or fine motor muscles.
GRADE LEVEL EXPECTATION	K.I.3.1.2.1.	Use small, precise finger and hand movements (e.g., builds a structure using the small Legos). <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements
GRADE LEVEL EXPECTATION	K.I.3.1.2.2.	Use 3-point finger grip when writing or drawing. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.8 Uses three-point finger grip and efficient hand placement when writing and drawing
STANDARD / STRAND	VT. K.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.I.3.2.1.	Children develop healthy eating habits and knowledge of good nutrition.
GRADE LEVEL EXPECTATION	K.I.3.2.1.1.	Help prepare healthy snacks and meals. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
GRADE LEVEL EXPECTATION	K.I.3.2.1.2.	Communicate simple explanations for own and others' food allergies. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
STANDARD / STRAND	VT. K.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.I.3.2.	Health and Safety Practices



GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.I.3.2.2.	Children develop personal health and self-care habits, and become increasingly independent.
GRADE LEVEL EXPECTATION	K.I.3.2.2.1.	Identify several physical activities that are personally enjoyable. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
GRADE LEVEL EXPECTATION	K.I.3.2.2.2.	Attempt new movements, skills, and activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
GRADE LEVEL EXPECTATION	K.I.3.2.2.3.	Continue to participate in structured and unstructured physical activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games
GRADE LEVEL EXPECTATION	K.I.3.2.2.4.	Communicate the value of good health practices (e.g., wash hands to get rid of germs, drink milk to build strong bones). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
STANDARD / STRAND	VT. K.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.I.3.2.3.	Children develop the ability to identify unsafe situations, and use safe practices.
GRADE LEVEL EXPECTATION	K.I.3.2.3.1.	Show safe behavior for self and others by applying established class rules, procedures, and safe practices with teacher guidance. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being



GRADE LEVEL EXPECTATION	K.I.3.2.3.2.	<p>Explain the reasons for safety rules.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being</p>
GRADE LEVEL EXPECTATION	K.I.3.2.3.3.	<p>Demonstrate responsibility for following established class rules, procedures, and safe practices with teacher reinforcement.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being</p>
GRADE LEVEL EXPECTATION	K.I.3.2.3.4.	<p>Demonstrate understanding that some practices (e.g., accepting rides from strangers) may be personally dangerous.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being</p>
GRADE LEVEL EXPECTATION	K.I.3.2.3.5.	<p>Recognize personal privacy in relation to their body.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being</p>
STANDARD / STRAND	VT. K.II.1.	COMMUNICATION and EXPRESSION - Language Development (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.II.1.1.	Speaking & Listening (CCSS)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.II.1.1.1.	Children demonstrate an increasing ability to comprehend and participate in collaborative conversations. Their ability to present information and discuss their ideas increases at each grade level.
		Comprehension and Collaboration

GRADE LEVEL EXPECTATION	K.II.1.1.1.1.	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>A) Follow agreed-upon rules for discussions.</p> <p>B) Continue a conversation through multiple exchanges.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.8 Engages in complex, lengthy conversations of five or more exchanges</p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <p>Objective 10b.8 Uses acceptable language and basic social rules during communication with others</p>
GRADE LEVEL EXPECTATION	K.II.1.1.1.2.	<p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions [<i>more</i>].</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.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>
GRADE LEVEL EXPECTATION	K.II.1.1.1.3.	<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.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>
		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	K.II.1.1.1.4.	<p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.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>



GRADE LEVEL EXPECTATION	K.II.1.1.1.5.	<p>Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.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>
GRADE LEVEL EXPECTATION	K.II.1.1.1.6.	<p>Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.8 Pronounces multisyllabic or unusual words correctly; speaks audibly</p>
STANDARD / STRAND	VT. K.II.1.	COMMUNICATION and EXPRESSION - Language Development (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.II.1.2.	Language (CCSS)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.II.1.2.1.	Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.
		Conventions of Standard English

GRADE LEVEL EXPECTATION	K.II.1.2.1.1.	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>A) Print many upper- and lowercase letters. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships</p> <p>B) Use frequently occurring nouns and verbs. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p> <p>C) Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>) <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p> <p>D) Understand and use question words (interrogatives) <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.7 Emerging to 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p> <p>E) Use the most frequently occurring prepositions (e.g., <i>to, from, in</i>) [<i>more</i>] <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance</p> <p>F) Produce and expand complete sentences in shared language activities</p>
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		<p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>
GRADE LEVEL EXPECTATION	K.II.1.2.1.2.	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>A) Capitalize the first word in a sentence and the pronoun <i>I</i>. <u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills c. Writes using conventions <p>Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships</p> <p>B) Recognize and name end punctuation. <u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p> <p>C) Write a letter or letters for most consonant and short-vowel sounds (phonemes). <u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills c. Writes using conventions <p>Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships</p> <p>D) Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills c. Writes using conventions <p>Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound-letter relationships</p>
		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	K.II.1.2.1.4.	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>A) Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>B) Use the most frequently occurring inflections and affixes (e.g., -ed, -s), as a clue to the meaning of an unknown word.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p>
GRADE LEVEL EXPECTATION	K.II.1.2.1.5.	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>A) Sort common objects into categories to gain a sense of the concepts the categories represent.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.6 Groups objects by one characteristic; then regroupes them using a different characteristic and indicates the reason</p> <p>B) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.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> <p>C) Identify real-life connections between words and their use [more]</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.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> <p>D) Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march), by acting out the meanings.</p>

		<u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 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
GRADE LEVEL EXPECTATION	K.II.1.2.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.8 Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words
STANDARD / STRAND	VT. K.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Print Concepts
EXPECTATION	K.II.2.1.1.1.	Demonstrate understanding of the organization and basic features of print. A) Follow words from left to right, top to bottom, and page by page. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.4 Indicates where to start reading and the direction to follow B) Recognize that spoken words are represented in written language by specific sequences of letters. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word C) Understand that words are separated by spaces in print. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation



		<p>D) Recognize and name all upper- and lowercase letters of the alphabet. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.8 Identifies and names all upper- and lowercase letters when presented in random order</p>
STANDARD / STRAND	VT. K.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Phonological Awareness
EXPECTATION	K.II.2.1.1.2.	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>A) Recognize and produce rhyming words. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.8 Generates a group of rhyming words when given a word</p> <p>B) Count, pronounce, blend, and segment syllables in spoken words. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.7 Emerging to 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</p> <p>C) Blend and segment onsets and rimes of single-syllable spoken words. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words</p> <p>E). Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</p>



STANDARD / STRAND	VT. K.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Phonics and Word Recognition
EXPECTATION	K.II.2.1.1.3.	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A) Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. <u>GOLD® Objectives for Development and Learning</u> • Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences Objective 16b.8 Produces short and long vowel sounds and most frequent sounds for each consonant</p> <p>B) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words</p> <p>C) Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</p> <p>D) Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text</p>

		Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words
STANDARD / STRAND	VT. K.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Fluency
EXPECTATION	K.II.2.1.1.4.	Read emergent reader texts with purpose and understanding. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.2 Reads and comprehends emergent reader texts and other print materials
STANDARD / STRAND	VT. K.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.II.2.2a.	Reading: Reading Literature
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.II.2.2a.1.	Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of <i>literature</i> , the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.
		Key Ideas and Details
GRADE LEVEL EXPECTATION	K.II.2.2a.1.1.	With prompting and support, ask and answer questions about key details in a text. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult
GRADE LEVEL EXPECTATION	K.II.2.2a.1.2.	With prompting and support, retell familiar stories including details. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.5 Emerging to 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate



GRADE LEVEL EXPECTATION	K.II.2.2a.1.3.	<p>With prompting and support, identify characters, settings, and major events in a story.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
		Craft and Structure
GRADE LEVEL EXPECTATION	K.II.2.2a.1.4.	<p>Ask and answer questions about unknown words in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)</p>
GRADE LEVEL EXPECTATION	K.II.2.2a.1.5.	<p>Recognize common types of texts (e.g., storybooks, poems)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.8 Uses various types of books for their intended purposes</p>
GRADE LEVEL EXPECTATION	K.II.2.2a.1.6.	<p>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
		Integration of Knowledge & Ideas

GRADE LEVEL EXPECTATION	K.II.2.2a.1.7.	<p>With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points</p>
GRADE LEVEL EXPECTATION	K.II.2.2a.1.8.	<p>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points</p>
		Range of Reading & Level of Text Complexity
GRADE LEVEL EXPECTATION	K.II.2.2a.1.9.	<p>Actively engage in group reading activities with purpose and understanding.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points</p>
STANDARD / STRAND	VT. K.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.II.2.3.	Reading Informational Text
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.II.2.3.1.	Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of <i>informational texts</i> , the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.
		Key Ideas & Details

GRADE LEVEL EXPECTATION	K.II.2.3.1.1.	<p>With prompting and support, ask and answer questions about key details in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>
GRADE LEVEL EXPECTATION	K.II.2.3.1.2.	<p>With prompting and support, identify the main topic and retell key details of a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective stories and recounts details from informational texts <p>Objective 18c.5 Emerging to 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate</p>
GRADE LEVEL EXPECTATION	K.II.2.3.1.3.	<p>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points</p>
		Craft and Structure
GRADE LEVEL EXPECTATION	K.II.2.3.1.4.	<p>With prompting and support, ask and answer questions about unknown words in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>Objective 18d.2 Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)</p>
GRADE LEVEL EXPECTATION	K.II.2.3.1.5.	<p>Identify the front cover, back cover, and title page of a book.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>

GRADE LEVEL EXPECTATION	K.II.2.3.1.6.	<p>Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
		Integration of Knowledge & Ideas
GRADE LEVEL EXPECTATION	K.II.2.3.1.7.	<p>With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points</p>
GRADE LEVEL EXPECTATION	K.II.2.3.1.8.	<p>With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points</p>
GRADE LEVEL EXPECTATION	K.II.2.3.1.9.	<p>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points</p>
		Range of Reading & Level of Text Complexity

GRADE LEVEL EXPECTATION	K.II.2.3.1.10.	<p>Actively engage in group reading activities with purpose and understanding.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points</p>
STANDARD / STRAND	VT. K.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.II.2.3.	Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.II.2.3.1.	Children demonstrate their increasing ability to write various types of text for different purposes, organize their writing around a topic, participate and eventually conduct research to gather information to use in their writing about a topic.
		Text Types and Purposes
GRADE LEVEL EXPECTATION	K.II.2.3.1.1.	<p>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p>
GRADE LEVEL EXPECTATION	K.II.2.3.1.2.	<p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p>

GRADE LEVEL EXPECTATION	K.II.2.3.1.3.	<p>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order they occurred, and provide a reaction to what happened.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p>
		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	K.II.2.3.1.4.	<p>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p>
GRADE LEVEL EXPECTATION	K.II.2.3.1.5.	<p>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks</p>
		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	K.II.2.3.1.6.	<p>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 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.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p>



GRADE LEVEL EXPECTATION	K.II.2.3.1.7.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.8 Generates a rule, strategy, or idea from one learning experience and applies it in a new context
STANDARD / STRAND	VT. K.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.II.3.1.	Visual Art
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.II.3.1.1.	Children create art using a variety of tools and art media to express their ideas, feelings, creativity, and develop appreciation of the art created by others.
		Skill Development
GRADE LEVEL EXPECTATION	K.II.3.1.1.1.	Create artistic works using line in various media (e.g., pencil, marker, cut-outs) to create shape and image. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	K.II.3.1.1.2.	Handle art tools and materials (e.g., scissors, paintbrushes, adhesives) in their production of art. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	K.II.3.1.1.3.	Use elements of 2D and 3D design. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	K.II.3.1.1.4.	Participate in group art activities (e.g., mural). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	K.II.3.1.1.5.	Use media and materials to convey feeling or idea through art. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	K.II.3.1.1.6.	Identify different media (e.g., drawing, painting, sculpture). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts



		Reflection and Critique
GRADE LEVEL EXPECTATION	K.II.3.1.1.7.	Use art specific vocabulary (e.g., thick/thin line, circle, square, rectangle, triangle). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	K.II.3.1.1.8.	Critique art by making affirmative statements (e.g., I like how you mixed colors). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
		Making Connections
GRADE LEVEL EXPECTATION	K.II.3.1.1.9.	Communicate ideas, feelings from other disciplines through visual arts (e.g., draw growth of seed). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
		Approach to Work (i.e., Visual Arts)
GRADE LEVEL EXPECTATION	K.II.3.1.1.10.	Demonstrate willingness to participate in art activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	K.II.3.1.1.11.	Use materials and space safely. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	K.II.3.1.1.12.	Participate in individual and/or group art willingly and appropriately. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	K.II.3.1.1.13.	Respond constructively as members of an audience/group. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD / STRAND	VT. K.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.II.3.2.	Music
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.II.3.2.1.	Children engage in making and listening to music as a vehicle for expression and learning.
		Reflection and Critique

GRADE LEVEL EXPECTATION	K.II.3.2.1.1.	Use specific vocabulary to describe music (e.g., loud/quiet). <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	K.II.3.2.1.2.	Critique using affirmative statements (e.g., I like..) <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
		Making Connections
GRADE LEVEL EXPECTATION	K.II.3.2.1.3.	Communicate ideas, feelings from other disciplines (e.g., create sound of a tornado, imitate the sound of rain). <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
		Approach to Work (i.e., Music)
GRADE LEVEL EXPECTATION	K.II.3.2.1.4.	Demonstrate willingness to take part in musical activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	K.II.3.2.1.5.	Use materials and work space safely. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	K.II.3.2.1.6.	Participate in individual and/or group activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	K.II.3.2.1.7.	Respond constructively as a member of an audience. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STANDARD / STRAND	VT.K.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.II.3.3.	Theatre (Dramatic Play)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.II.3.3.1.	Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.
		Skill Development

GRADE LEVEL EXPECTATION	K.II.3.3.1.1.	Engage in fantasy play. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	K.II.3.3.1.2.	Initiate dramatic play with props, costumes, and stage pieces. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	K.II.3.3.1.3.	Participate in show and tell or dramatic play by speaking to be heard before an audience or with peers in dramatic play scenario. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	K.II.3.3.1.4.	Demonstrate using theatre concepts and vocabulary: imagining; pretending; playing with sets, props and costumes; observing and copying; and playing with others. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
		Reflection and Critique
GRADE LEVEL EXPECTATION	K.II.3.3.1.5.	Use specific vocabulary (e.g., real/pretend). <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	K.II.3.3.1.6.	Critique and revise by making affirming statements (e.g., I like...) <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
		Making Connections
GRADE LEVEL EXPECTATION	K.II.3.3.1.7.	Communicate ideas, feelings from other disciplines through dramatic play and role-playing. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
		Approach to Work (i.e., Theatre)
GRADE LEVEL EXPECTATION	K.II.3.3.1.8.	Demonstrate willingness to take part in activity. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language

GRADE LEVEL EXPECTATION	K.II.3.3.1.9.	Use materials and space safely. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	K.II.3.3.1.10.	Demonstrate willingness to take part in activity. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	K.II.3.3.1.11.	Respond constructively as members of an audience. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
STANDARD / STRAND	VT.K.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.II.3.4.	Dance
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.II.3.4.1.	Children use movement to creatively express their ideas and feelings, and to learn.
		Skill Development
GRADE LEVEL EXPECTATION	K.II.3.4.1.1.	Solve simple movement challenges (e.g., move on 2 body parts without using feet). <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	K.II.3.4.1.2.	Use the following partner skills: copying, leading, following, mirroring. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	K.II.3.4.1.3.	Interpret a story, piece of music, artwork etc. through movement. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
		Reflection and Critique
GRADE LEVEL EXPECTATION	K.II.3.4.1.4.	Describe using dance specific vocabulary (e.g., big movements/small movements). <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	K.II.3.4.1.5.	Critique dance by making affirming statements (e.g., I like...) <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts



		Making Connections
GRADE LEVEL EXPECTATION	K.II.3.4.1.6.	Communicate ideas, concepts, feeling from other disciplines through movement and dance (e.g., move like a blizzard). <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
		Approach to Work (i.e., Dance)
GRADE LEVEL EXPECTATION	K.II.3.4.1.7.	Demonstrate willingness to take part in the activity. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	K.II.3.4.1.8.	Participate in individual and/or group dance activities appropriately. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	K.II.3.4.1.9.	Respond constructively as members of an audience. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	K.II.3.4.1.10.	Use materials and space safely. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STANDARD / STRAND	VT. K.III.1.	LEARNING ABOUT THE WORLD – Mathematics (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.III.1.1a.	Number Sense, quantity, and Counting: Number Sense and Quantity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.III.1.1a.1.	Children count in sequence and by multiples, represent numerals, connect counting to cardinality, and compare quantities.
		Know number names and the count sequence.
GRADE LEVEL EXPECTATION	K.III.1.1a.1.1.	Count to 100 by ones and by tens. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object

GRADE LEVEL EXPECTATION	K.III.1.1a.1.2.	Count forward beginning from a given number within the known sequence (instead of having to begin at 1). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
GRADE LEVEL EXPECTATION	K.III.1.1a.1.3.	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals
		Count to tell the number of objects.
GRADE LEVEL EXPECTATION	K.III.1.1a.1.4.	Understand the relationship between numbers and quantities; connect counting to cardinality. [more] <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts
GRADE LEVEL EXPECTATION	K.III.1.1a.1.5.	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts
		Compare numbers.
GRADE LEVEL EXPECTATION	K.III.1.1a.1.6.	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. <u>GOLD® Objectives for Development and Learning</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

GRADE LEVEL EXPECTATION	K.III.1.1a.1.7.	<p>Compare two numbers between 1 and 10 presented as written numerals.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.7 Emerging to 20c.8 Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals</p>
STANDARD / STRAND	VT. K.III.1.	LEARNING ABOUT THE WORLD – Mathematics (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.III.1.2a.	Number Relationships and Operations: Operations and Algebraic Thinking
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.III.1.2a.1.	Children develop and use concepts, properties, and representations of number that extend to other number systems, to measures, and to algebra.
		Understand addition and understand subtraction
GRADE LEVEL EXPECTATION	K.III.1.2a.1.1.	<p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.8 Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts</p>
GRADE LEVEL EXPECTATION	K.III.1.2a.1.2.	<p>Solve addition and subtraction word problems, and add and subtract within 10 (e.g., by using objects or drawings to represent the problem).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10</p>
GRADE LEVEL EXPECTATION	K.III.1.2a.1.3.	<p>Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings, and record each decomposition by a drawing or equation).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10</p>

GRADE LEVEL EXPECTATION	K.III.1.2a.1.4.	For any number from 1 to 9, find the number that makes 10 when added to the given number (e.g., by using objects or drawings, and record the answer with a drawing or equation). <u>GOLD® Objectives for Development and Learning</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
GRADE LEVEL EXPECTATION	K.III.1.2a.1.5.	Fluently add and subtract within 5. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations Objective 20f.2 Adds and subtracts whole numbers fluently within five
STANDARD / STRAND	VT. K.III.1.	LEARNING ABOUT THE WORLD – Mathematics (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.III.1.2a.	Number Relationships and Operations: Numbers and Operations in Base Ten
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.III.1.2a.1.	Children develop an understanding of the base-ten system and use place-value notation.
		Work with numbers 11-19 to gain foundations for place value
GRADE LEVEL EXPECTATION	K.III.1.2a.1.1.	Compose and decompose numbers from 11 to 19 into ten ones and some further ones (e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.2 Indicates base-ten equivalents for numbers 11 to 19 using objects and drawings; may use simple equations
STANDARD / STRAND	VT. K.III.1.	LEARNING ABOUT THE WORLD – Mathematics (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.III.1.3a.	Measurement, Classification and Data: Measurement and Data
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.III.1.3a.1.	Children compare and classify objects according to their attributes, use Standard and non-Standard units of measure, tell time and work with units of money. They develop the ability to represent and interpret data, and use operations to solve problems related to measurement including geometric measurement.
		Describe and compare measurable attributes.

GRADE LEVEL EXPECTATION	K.III.1.3a.1.1.	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.8 Uses measurement words and some standard measurement tools accurately
GRADE LEVEL EXPECTATION	K.III.1.3a.1.2.	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. [<i>more</i>]. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.8 Uses measurement words and some standard measurement tools accurately
		Classify objects and count the number of objects in each category.
GRADE LEVEL EXPECTATION	K.III.1.3a.1.3.	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. <u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
STANDARD / STRAND	VT. K.III.1.	LEARNING ABOUT THE WORLD – Mathematics (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.III.1.4a.	Geometry and Spatial Reasoning: Geometry
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.III.1.4a.1.	Children recognize, describe and characterize shapes by their components and properties, compose and decompose geometric shapes, and discuss spatial structures and relations.
		Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

GRADE LEVEL EXPECTATION	K.III.1.4a.1.1.	<p>Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships <p>Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance</p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
GRADE LEVEL EXPECTATION	K.III.1.4a.1.2.	<p>Correctly name shapes regardless of their orientations or overall size.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
GRADE LEVEL EXPECTATION	K.III.1.4a.1.3.	<p>Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.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>
		Analyze, compare, create, and compose shapes.
GRADE LEVEL EXPECTATION	K.III.1.4a.1.4.	<p>Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.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 EXPECTATION	K.III.1.4a.1.5.	<p>Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.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 EXPECTATION	K.III.1.4a.1.6.	<p>Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.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>
STANDARD / STRAND	VT. K.III.2.	LEARNING ABOUT THE WORLD – Science (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.III.2.1.	Physical Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.III.2.1.1.	Children construct concepts of the properties of matter, sound, motion and energy through exploration and investigations.
		Motion and Stability: Forces and Interactions
GRADE LEVEL EXPECTATION	K.III.2.1.1.1.	<p>Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	K.III.2.1.1.2.	<p>Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
		Energy: Make observations to determine the effect of sunlight on Earth’s surface.

GRADE LEVEL EXPECTATION	K.III.2.1.1.3.	Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STANDARD / STRAND	VT. K.III.2.	LEARNING ABOUT THE WORLD – Science (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.III.2.2.	Life Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.III.2.2.1.	Children construct concepts about the characteristics of living organisms, their biology and ecosystems through exploration and investigations.
		From Molecules to Organisms: Structures and Processes
GRADE LEVEL EXPECTATION	K.III.2.2.1.1.	Use observations to describe patterns of what plants and animals (including humans) need to survive. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD / STRAND	VT. K.III.2.	LEARNING ABOUT THE WORLD – Science (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.III.2.3.	Earth and Space Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.III.2.3.1.	Children construct concepts about Earth's systems, the impacts of human activity on these systems, and Earth's place in the universe through observations, exploration, and investigations.
		Earth's Systems
GRADE LEVEL EXPECTATION	K.III.2.3.1.1.	Use and share observations of local weather conditions to describe patterns over time. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	K.III.2.3.1.2.	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
		Earth and Human Activity
GRADE LEVEL EXPECTATION	K.III.2.3.1.3.	Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment



GRADE LEVEL EXPECTATION	K.III.2.3.1.4.	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	K.III.2.3.1.5.	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD / STRAND	VT. K.III.2.	LEARNING ABOUT THE WORLD – Science (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.III.2.4.	Engineering Design
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.III.2.4.1.	Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.
GRADE LEVEL EXPECTATION	K.III.2.4.1.1.	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	K.III.2.4.1.2.	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	K.III.2.4.1.3.	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STANDARD / STRAND	VT. K.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.III.3.1.	Inquiry
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.III.3.1.1.	Children make sense of the world around them by actively gathering and interpreting information.

GRADE LEVEL EXPECTATION	K.III.3.1.1.1.	<p>Initiate inquiry by developing a question (e.g., I wonder..., Why?).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
GRADE LEVEL EXPECTATION	K.III.3.1.1.2.	<p>Identify resources for finding answers to the questions (e.g., books, people, internet)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
GRADE LEVEL EXPECTATION	K.III.3.1.1.3.	<p>Design investigation by explaining what their jobs will be during an inquiry</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
GRADE LEVEL EXPECTATION	K.III.3.1.1.4.	<p>Develop a hypothesis by sharing ideas about possible answers to the questions</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
GRADE LEVEL EXPECTATION	K.III.3.1.1.5.	<p>Conduct research by asking questions and observing during investigation</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
GRADE LEVEL EXPECTATION	K.III.3.1.1.6.	<p>Organize and display information found (e.g., table, chart)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <p>Objective 14a.8 Represents objects, places, and ideas with increasingly abstract symbols</p>

GRADE LEVEL EXPECTATION	K.III.3.1.1.7.	<p>Discuss information found and if it answered question</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
GRADE LEVEL EXPECTATION	K.III.3.1.1.8.	<p>Identify ways they will show they have learned</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
GRADE LEVEL EXPECTATION	K.III.3.1.1.9.	<p>Record observations with words, symbols or pictures</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <p>Objective 14a.8 Represents objects, places, and ideas with increasingly abstract symbols</p>
GRADE LEVEL EXPECTATION	K.III.3.1.1.10.	<p>Develop reasonable explanations that answer the question by analyzing the evidence</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>
GRADE LEVEL EXPECTATION	K.III.3.1.1.11.	<p>Make connections by proposing solutions to problems and asking other questions</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences b. Makes connections <p>Objective 12b.8 Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>
GRADE LEVEL EXPECTATION	K.III.3.1.1.12.	<p>Communicate findings from the inquiry by presenting them, using pictures, writing a story, dictating ideas to teacher</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p>

STANDARD / STRAND	VT. K.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.III.3.2.	Family and Community; Civics, Government & Society
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.III.3.2.1.	Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.
GRADE LEVEL EXPECTATION	K.III.3.2.1.1.	Act as citizens by contributing to the life of the class and school. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	K.III.3.2.1.2.	Explain that rules are established for the benefit of individuals and groups. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	K.III.3.2.1.3.	Identify people in the community who make, apply and enforce rules at home, school and community (e.g., police, school principal). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	K.III.3.2.1.4.	Identify people in the community who help to meet the needs of people in the community (e.g., firefighters, doctors). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	K.III.3.2.1.5.	Communicate with individuals and groups and identify feelings that might lead to interpersonal conflicts. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	K.III.3.2.1.6.	Name various social, economic and governmental institutions in the community (e.g., school, church, grocery store). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / STRAND	VT. K.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.III.3.3.	Physical & Cultural Geography
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.III.3.3.1.	Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also



		construct concepts about their own cultural identity and learn to appreciate others' cultures.
GRADE LEVEL EXPECTATION	K.III.3.3.1.1.	State own name and address. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	K.III.3.3.1.2.	Describe the boundaries that define neighborhood. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	K.III.3.3.1.3.	Identify what a map or globe is and what its purpose is. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	K.III.3.3.1.4.	Use vocabulary that defines location in space (e.g., near, far, below, above). <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	K.III.3.3.1.5.	Use a simple map to find something. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	K.III.3.3.1.6.	Create a simple map. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	K.III.3.3.1.7.	Describe ways in which they take care or hurt the environment and how they adapt to their physical environment (e.g., dressing for winter). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	K.III.3.3.1.8.	Identify the ways culture is expressed in their families. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	K.III.3.3.1.9.	Appreciate the differences and similarities among people (e.g., physical characteristics, cultures, likes and dislikes). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live



STANDARD / STRAND	VT. K.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.III.3.4.	History
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.III.3.4.1.	Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.
GRADE LEVEL EXPECTATION	K.III.3.4.1.1.	Differentiate between past, present, and future <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	K.III.3.4.1.2.	Identify objects from long ago and today. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	K.III.3.4.1.3.	Connect the past with the present by describing the way family life has changed and stayed the same over time. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	K.III.3.4.1.4.	Identify how events and people have shaped their families. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	K.III.3.4.1.5.	Investigate the different ways that humans interpret history by: (1) collecting information about the past by interviewing a parent or grandparent, and (2) differentiating among fact, opinion, and interpretation when sharing stories or retelling events. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	K.III.3.4.1.6.	Place events from own lives in correct sequence. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	K.III.3.4.1.7.	Demonstrate understanding of past, present, and future by constructing a timeline of events in own lives. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places

GRADE LEVEL EXPECTATION	K.III.3.4.1.8.	Differentiate between broad categories of time (e.g., yesterday, today, tomorrow, long ago). <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	K.III.3.4.1.9.	Identify an important event in their lives. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
STANDARD / STRAND	VT. K.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Kindergarteners)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K.III.3.5.	Economics
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	K.III.3.5.1.	Children describe how people interact economically and the occupations that people do to support themselves and society. They also learn about the economic interdependent relationships among people in our society.
GRADE LEVEL EXPECTATION	K.III.3.5.1.1.	Participate in activities as a buyer or seller (e.g., store in dramatic play, a school store). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	K.III.3.5.1.2.	Identify economic activities that use resources in the local community (e.g., farmers' markets). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	K.III.3.5.1.3.	Identify jobs people do at home and at school. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	K.III.3.5.1.4.	Describe ways in which people exchange money for goods. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	K.III.3.5.1.5.	Differentiate between basic needs and wants (e.g., food, clothing, shelter and affection vs toys and candy). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live

GRADE LEVEL EXPECTATION	K.III.3.5.1.6.	<p>Explain why people earn, spend and save money.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
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Vermont Early Learning Standards

1st grade, adopted 2015

STANDARD / STRAND	VT.1.I.1.	DEVELOPING SELF - Approaches to Learning (1 st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.I.1.1.	Play and Exploration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.I.1.1.1.	Children engage in play to understand the world around them.
GRADE LEVEL EXPECTATION	1.I.1.1.1.1.	<p>Play moderate level games with rules with other children.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.10 Works with a group toward a shared goal; participates in group games with rules
GRADE LEVEL EXPECTATION	1.I.1.1.1.2.	<p>Engage in intricate dramatic play and role play scenarios, some in real-world settings, that help then make sense of the world (e.g. acts out favorite stories with a group of friends).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.10 Creates rich dialogue, props, costumes, scenery, and sound effects to support role-play
GRADE LEVEL EXPECTATION	1.I.1.1.1.3.	<p>Engage in child-initiated outdoor games and activities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.10 Works with a group toward a shared goal; participates in group games with rules



STANDARD / STRAND	VT.1.1.1.	DEVELOPING SELF - Approaches to Learning (1 st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.1.1.2.	Initiative
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.1.1.2.1.	Children show curiosity about the world around them, and take action to interact with it and learn.
GRADE LEVEL EXPECTATION	1.1.1.2.1.1.	Engage in learning about new concepts and skills (e.g. use manipulatives to solve a math problem). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects
GRADE LEVEL EXPECTATION	1.1.1.2.1.2.	Ask questions to learn about surroundings and everyday events. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects
STANDARD / STRAND	VT.1.1.1.	DEVELOPING SELF - Approaches to Learning (1 st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.1.1.3.	Problem Solving
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.1.1.3.1.	Children display an interest in novel situations, and demonstrate flexibility, creativity and innovation in solving challenging tasks.
GRADE LEVEL EXPECTATION	1.1.1.3.1.1.	Use prior knowledge to ask increasingly complex questions to gain information. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects
GRADE LEVEL EXPECTATION	1.1.1.3.1.2.	Use a variety of means to gather new information. (e.g. read, experiment, use manipulatives, research, use technology, ask an expert). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects



STANDARD / STRAND	VT.1.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (1 st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.I.2.1.	Emotions and Self-Regulation
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.I.2.1.1.	Children express a range of emotions, and regulate their emotional and social responses.
GRADE LEVEL EXPECTATION	1.I.2.1.1.1.	<p>Focus attention to complete tasks/topics assigned by others.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.10 Selectively focuses attention based on task difficulty and shifts attention toward teacher's goal; demonstrates concentrated effort</p>
GRADE LEVEL EXPECTATION	1.I.2.1.1.2.	<p>Control strong emotions in an appropriate manner most of the time.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.8 Controls strong emotions in an appropriate manner most of the time</p>
GRADE LEVEL EXPECTATION	1.I.2.1.1.3.	<p>Make decisions and solve simple problems with other children independently.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.8 Resolves social problems through basic negotiation and compromise</p>
GRADE LEVEL EXPECTATION	1.I.2.1.1.4.	<p>Describe strategies to cope and manage stress.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.8 Controls strong emotions in an appropriate manner most of the time</p>
GRADE LEVEL EXPECTATION	1.I.2.1.1.5.	<p>Demonstrate flexibility for schedule change.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.8 Controls strong emotions in an appropriate manner most of the time</p>
STANDARD / STRAND	VT.1.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (1 st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.I.2.2.	Self-Awareness
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.I.2.2.1.	Children demonstrate awareness of their personal characteristics, skills, and abilities.

GRADE LEVEL EXPECTATION	1.1.2.2.1.1.	Recognize different cultural ethnic groups. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	1.1.2.2.1.2.	Display knowledge and pride in personal cultural ethnic heritage. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	1.1.2.2.1.3.	Show pride in own work or accomplishment. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	1.1.2.2.1.4.	Recognize that others may experience situations differently. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.8 Recognizes that others' feelings about a situation might be different from his own
GRADE LEVEL EXPECTATION	1.1.2.2.1.5.	Relate identifying information about self and others e.g., states address, phone number, birthday. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
STANDARD / STRAND	VT.1.1.2.	DEVELOPING SELF - Social and Emotional Learning and Development (1st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.1.2.3.	Relationships with Adults and Peers
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.1.2.3.1.	Children develop healthy positive relationships with adults and peers.
GRADE LEVEL EXPECTATION	1.1.2.3.1.1.	Interact cooperatively in groups of 4-5 children. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.8 Interacts cooperatively in groups of four or five children
GRADE LEVEL EXPECTATION	1.1.2.3.1.2.	Identify ways to work and play well with peers. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.8 Interacts cooperatively in groups of four or five children



GRADE LEVEL EXPECTATION	1.1.2.3.1.3.	Demonstrate positive social entry skills with peers and adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.8 Interacts cooperatively in groups of four or five children
GRADE LEVEL EXPECTATION	1.1.2.3.1.4.	Respect the feelings, rights and belongings of others. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.8 Cooperates and shares ideas and materials in socially acceptable ways
GRADE LEVEL EXPECTATION	1.1.2.3.1.5.	Show increasing ability to constructively resolve conflicts with peers. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.8 Resolves social problems through basic negotiation and compromise
GRADE LEVEL EXPECTATION	1.1.2.3.1.6.	Cooperate in small and large group activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.8 Cooperates and shares ideas and materials in socially acceptable ways
STANDARD / STRAND	VT.1.1.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (1st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.1.3.1.	Motor Development and Coordination
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.1.3.1.1.	Children develop strength, coordination, and control of their large or gross muscles.
GRADE LEVEL EXPECTATION	1.1.3.1.1.1.	Solve simple movement challenges with a partner and movement challenges involving one or more movement concepts alone or with a partner. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.10 Uses a variety of traveling movements, varying speed, pathways, and direction

GRADE LEVEL EXPECTATION	1.I.3.1.1.2.	<p>Select a developmentally appropriate level of challenge, and perform successfully.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>• Objective 4 Demonstrates traveling skills</p> <p>Objective 4.10 Uses a variety of traveling movements, varying speed, pathways, and direction</p>
GRADE LEVEL EXPECTATION	1.I.3.1.1.3.	<p>Demonstrate body movement and shapes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>• Objective 4 Demonstrates traveling skills</p> <p>Objective 4.10 Uses a variety of traveling movements, varying speed, pathways, and direction</p>
GRADE LEVEL EXPECTATION	1.I.3.1.1.4.	<p>Demonstrate competency in the mature form of selected locomotors and manipulative skills, and the ability to stop with control at a boundary.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>• Objective 4 Demonstrates traveling skills</p> <p>Objective 4.10 Uses a variety of traveling movements, varying speed, pathways, and direction</p>
GRADE LEVEL EXPECTATION	1.I.3.1.1.5.	<p>Demonstrate the ability to change direction, quickly and safely, without falling.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>• Objective 4 Demonstrates traveling skills</p> <p>Objective 4.10 Uses a variety of traveling movements, varying speed, pathways, and direction</p>
GRADE LEVEL EXPECTATION	1.I.3.1.1.6.	<p>Identify the locomotors movement.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>• Objective 4 Demonstrates traveling skills</p> <p>Objective 4.10 Uses a variety of traveling movements, varying speed, pathways, and direction</p>
GRADE LEVEL EXPECTATION	1.I.3.1.1.7.	<p>Apply space concepts in simple games and other activities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>• Objective 4 Demonstrates traveling skills</p> <p>Objective 4.10 Uses a variety of traveling movements, varying speed, pathways, and direction</p>

GRADE LEVEL EXPECTATION	1.I.3.1.1.8.	Demonstrate and understand balancing skills alone or with equipment. <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.10 Demonstrates how to balance on different body parts (feet, hands, knees, elbows) at varying levels (e.g., up high, down low) while making different poses
GRADE LEVEL EXPECTATION	1.I.3.1.1.9.	Demonstrate an understanding of the variations in force. <u>GOLD® Objectives for Development and Learning</u> • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.10 Manipulates balls or similar objects, propelling them away from the body (throwing) and receiving and controlling them (catching) with increased accuracy
GRADE LEVEL EXPECTATION	1.I.3.1.1.10.	Demonstrate contrast between fast and slow movement, a simple rhythmic movement, and following a simple rhythmic movements led by the teacher. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.10 Uses a variety of traveling movements, varying speed, pathways, and direction
GRADE LEVEL EXPECTATION	1.I.3.1.1.11.	Combine two fundamental skills and demonstrate smooth transitions between movements. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.10 Uses a variety of traveling movements, varying speed, pathways, and direction
STANDARD / STRAND	VT.1.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (1 st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.I.3.1.	Motor Development and Coordination
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.I.3.1.2.	Children develop strength, eye-hand coordination, and control of their small or fine motor muscles.
GRADE LEVEL EXPECTATION	1.I.3.1.2.1.	Use smooth, controlled finger and hand movements that also require eye-hand coordination (e.g., pours water into a water bottle with a small opening with little spillage, traces shapes). <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.10 Uses smooth finger and hand movements
STANDARD / STRAND	VT.1.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (1 st graders)

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.I.3.2.1.	Children develop healthy eating habits and knowledge of good nutrition.
GRADE LEVEL EXPECTATION	1.I.3.2.1.1.	Identify a variety of nutritious food choices. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.10 Practices skills to reach desired level of personal achievement
GRADE LEVEL EXPECTATION	1.I.3.2.1.2.	Select a variety of foods that can be eaten for healthy snacks. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.10 Practices skills to reach desired level of personal achievement
GRADE LEVEL EXPECTATION	1.I.3.2.1.3.	Create a list of foods that should be limited. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.10 Practices skills to reach desired level of personal achievement
GRADE LEVEL EXPECTATION	1.I.3.2.1.4.	Communicate the importance of eating a variety of nutrient-rich foods. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.10 Practices skills to reach desired level of personal achievement
STANDARD / STRAND	VT.1.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (1 st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.I.3.2.2.	Children develop personal health and self-care habits, and become increasingly independent.
GRADE LEVEL EXPECTATION	1.I.3.2.2.1.	Define in own words the four health-related fitness components and begin to identify some physiological signs of exercise. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.10 Practices skills to reach desired level of personal achievement



GRADE LEVEL EXPECTATION	1.1.3.2.2.2.	<p>Identify an activity and a benefit associated with each of the four health-related fitness components.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.10 Practices skills to reach desired level of personal achievement</p>
GRADE LEVEL EXPECTATION	1.1.3.2.2.3.	<p>Describe their range of feelings resulting from participating in physical activity, attempt new activities, and continue to participate when initially unsuccessful.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.10 Practices skills to reach desired level of personal achievement</p>
GRADE LEVEL EXPECTATION	1.1.3.2.2.4.	<p>Understand how to reduce their health risks through the practice of healthy behaviors with assistance.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.10 Practices skills to reach desired level of personal achievement</p>
GRADE LEVEL EXPECTATION	1.1.3.2.2.5.	<p>Demonstrate the ability to make decisions that lead to better health with reminders.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.10 Practices skills to reach desired level of personal achievement</p>
STANDARD / STRAND	VT.1.1.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (1st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.1.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.1.3.2.3.	Children develop the ability to identify unsafe situations, and use safe practices.
GRADE LEVEL EXPECTATION	1.1.3.2.3.1.	<p>Apply established class rules, procedures, and safe practices with limited teacher guidance.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.10 Practices skills to reach desired level of personal achievement</p>

GRADE LEVEL EXPECTATION	1.I.3.2.3.2.	<p>Demonstrate responsibility for making and applying rules regarding class procedures and safety.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.10 Practices skills to reach desired level of personal achievement</p>
GRADE LEVEL EXPECTATION	1.I.3.2.3.3.	<p>Follow simple game rules safely, with good sports like behavior (with and without direct teacher supervision).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.10 Practices skills to reach desired level of personal achievement</p>
STANDARD / STRAND	VT.1.II.1.	COMMUNICATION and EXPRESSION - Language Development (1 st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.II.1.1.	Speaking & Listening (CCSS)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.II.1.1.1.	Children demonstrate an increasing ability to comprehend and participate in collaborative conversations. Their ability to present information and discuss their ideas increases at each grade level.
		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	1.II.1.1.1.1.	<p>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>A) Follow agreed-upon rules for discussions. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.10 Listens attentively while taking turns in a discussion, using nonverbal signals to show understanding and interest (e.g., nodding, using appropriate facial expressions)</p> <p>B) Build on others' talk in conversations by responding to the comments of others through multiple exchanges. <u>GOLD® Objectives for Development and Learning</u> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.10 Extends conversations by responding to comments and asking questions; asks and answers questions to clarify information during grade-appropriate discussions</p> <p>C) Ask questions to clear up any confusion about the topics and texts under discussion.</p>



		<p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.10 Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material</p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.10 Extends conversations by responding to comments and asking questions; asks and answers questions to clarify information during grade-appropriate discussions</p>
GRADE LEVEL EXPECTATION	1.II.1.1.1.2.	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.10 Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material</p>
GRADE LEVEL EXPECTATION	1.II.1.1.1.3.	<p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.10 Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events</p>
		Presentation of Knowledge and Ideas



GRADE LEVEL EXPECTATION	1.II.1.1.1.1.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.10 Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place Objective 9d.9 Emerging to 9d.10 Tells stories with clear sequence of events, including a climax and resolution
GRADE LEVEL EXPECTATION	1.II.1.1.1.2.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.9 Emerging to 14a.10 Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference
GRADE LEVEL EXPECTATION	1.II.1.1.1.3.	Produce complete sentences when appropriate to task and situation. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms
STANDARD / STRAND	VT.1.II.1.	COMMUNICATION and EXPRESSION - Language Development (1 st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.II.1.2.	Language (CCSS)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.II.1.2.1.	Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.
		Conventions of Standard English

GRADE LEVEL EXPECTATION	1.II.1.2.1.1.	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>A) Print all upper- and lowercase letters. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts</p> <p>B) Use common, proper, and possessive nouns. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms</p> <p>C) Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms</p> <p>D) Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an,</p>
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the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms

E) Use verbs to convey a sense of past, present, and future.

GOLD® Objectives for Development and Learning

• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar

Objective 9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms

F) Use frequently occurring adjectives.

GOLD® Objectives for Development and Learning

• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar

Objective 9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms

G) Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

GOLD® Objectives for Development and Learning

• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar

Objective 9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms

H) Use determiners (e.g., articles, demonstratives).

GOLD® Objectives for Development and Learning

• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar

Objective 9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and

		<p>possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms</p> <p>l) Use frequently occurring prepositions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms</p>
GRADE LEVEL EXPECTATION	1.II.1.2.1.1.	<p>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms</p>
GRADE LEVEL EXPECTATION	1.II.1.2.1.2.	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms</p>
		Vocabulary Acquisition and Use



GRADE LEVEL EXPECTATION	1.II.1.2.1.4.	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>A) Use sentence-level context as a clue to the meaning of a word or phrase. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.10 Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.4 Uses various strategies to make meaning when reading first grade-level content (monitors for understanding; asks and answers questions; uses sentence-level clues; uses known affixes)</p> <p>B) Use frequently occurring affixes as a clue to the meaning of a word. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.4 Uses various strategies to make meaning when reading first grade-level content (monitors for understanding; asks and answers questions; uses sentence-level clues; uses known affixes)</p> <p>C) Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.10 Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms</p>
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GRADE LEVEL EXPECTATION	1.II.1.2.1.5.	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>A) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.10 Groups objects and words in multiple ways based on physical attributes, functions, and semantic or conceptual associations</p> <p>B) Define words by category and by one or more key attributes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.10 Groups objects and words in multiple ways based on physical attributes, functions, and semantic or conceptual associations</p> <p>C) Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. <p>Comprehends language</p> <p>Objective 8a.10 Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material</p> <p>D) Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. <p>Comprehends language</p> <p>Objective 8a.10 Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material</p>
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GRADE LEVEL EXPECTATION	1.II.1.2.1.6.	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.10 Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details</p>
STANDARD / STRAND	VT.1.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (1 st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Print Concepts
EXPECTATION	1.II.2.1.1.1.	<p>Demonstrate understanding of the organization and basic features of print.</p> <p>A) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts <p>Objective 17b.10 Distinguishes features of a sentence, including capitalization and punctuation</p>
STANDARD / STRAND	VT.1.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (1 st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Phonological Awareness
EXPECTATION	1.II.2.1.1.2.	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>A) Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.10 Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words</p>



		<p>B) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</p> <p>C) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.10 Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words</p> <p>D). Segment spoken single-syllable words into their complete sequence of individual sounds. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.10 Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words</p>
STANDARD / STRAND	VT.1.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (1st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Phonics and Word Recognition
EXPECTATION	1.II.2.1.1.3.	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A) Know the spelling-sound correspondences for common consonant digraphs. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs</p>



and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard

B) Decode regularly spelled one-syllable words.

GOLD® Objectives for Development and Learning

• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard

C) Know final –e and common Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

GOLD® Objectives for Development and Learning

• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard

D) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

GOLD® Objectives for Development and Learning

• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard

E) Decode two-syllable words following basic patterns by breaking the words into syllables.

GOLD® Objectives for Development and Learning

• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard

		<p>F) Read words with inflectional endings. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.6 Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard</p> <p>G) Recognize and read grade-appropriate irregularly spelled words. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.10 Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words</p>
STANDARD / STRAND	VT.1.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (1st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Fluency



EXPECTATION	1.II.2.1.1.4.	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>A) Read grade-level text with purpose and understanding. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.4 Fluently reads and comprehends first-grade-level texts</p> <p>B) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.4 Fluently reads and comprehends first-grade-level texts</p> <p>C) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.4 Uses various strategies to make meaning when reading first grade-level content (monitors for understanding; asks and answers questions; uses sentence-level clues; uses known affixes)</p>
STANDARD / STRAND	VT.1.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (1 st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.II.2.2a.	Reading: Reading Literature
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.II.2.2a.1.	Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of <i>literature</i> , the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.
		Key Ideas and Details
GRADE LEVEL EXPECTATION	1.II.2.2a.1.1.	<p>Ask and answer questions about key details in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</p>

GRADE LEVEL EXPECTATION	1.II.2.2a.1.2.	<p>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <p>Objective 18c.10 Paraphrases grade-appropriate literature and informational texts and includes the major points and central message</p>
GRADE LEVEL EXPECTATION	1.II.2.2a.1.3.	<p>Describe characters, settings, and major events in a story, using key details.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</p>
		Craft and Structure
GRADE LEVEL EXPECTATION	1.II.2.2a.1.4.	<p>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</p>
GRADE LEVEL EXPECTATION	1.II.2.2a.1.5.	<p>Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.10 Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons)</p>
GRADE LEVEL EXPECTATION	1.II.2.2a.1.6.	<p>Identify who is telling the story at various points in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</p>

		Integration of Knowledge & Ideas
GRADE LEVEL EXPECTATION	1.II.2.2a.1.7.	<p>Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</p>
GRADE LEVEL EXPECTATION	1.II.2.2a.1.8.	<p>Compare and contrast the adventures and experiences of characters in stories.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</p>
		Range of Reading & Level of Text Complexity
GRADE LEVEL EXPECTATION	1.II.2.2a.1.9.	<p>With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently <p>Objective 18e.4 Fluently reads and comprehends first-grade-level texts</p>
STANDARD / STRAND	VT.1.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (1st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.II.2.3.	Reading Informational Text
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.II.2.3.1.	<p>Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of <i>informational texts</i>, the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.</p>
		Key Ideas & Details
GRADE LEVEL EXPECTATION	1.II.2.3.1.1.	<p>Ask and answer questions about key details in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</p>



GRADE LEVEL EXPECTATION	1.II.2.3.1.2.	<p>Identify the main topic and retell key details of a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <p>Objective 18c.10 Paraphrases grade-appropriate literature and informational texts and includes the major points and central message</p>
GRADE LEVEL EXPECTATION	1.II.2.3.1.3.	<p>Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</p>
		Craft and Structure
GRADE LEVEL EXPECTATION	1.II.2.3.1.4.	<p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>Objective 18d.4 Uses various strategies to make meaning when reading first grade-level content (monitors for understanding; asks and answers questions; uses sentence-level clues; uses known affixes)</p>
GRADE LEVEL EXPECTATION	1.II.2.3.1.5.	<p>Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.10 Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons)</p>

GRADE LEVEL EXPECTATION	1.II.2.3.1.6.	<p>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</p>
		Integration of Knowledge & Ideas
GRADE LEVEL EXPECTATION	1.II.2.3.1.7.	<p>Use the illustrations and details in a text to describe its key ideas.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</p>
GRADE LEVEL EXPECTATION	1.II.2.3.1.8.	<p>Identify the reasons an author gives to support points in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</p>
GRADE LEVEL EXPECTATION	1.II.2.3.1.9.	<p>Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.10 Uses print and illustrations in first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</p>
		Range of Reading & Level of Text Complexity
GRADE LEVEL EXPECTATION	1.II.2.3.1.10.	<p>With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently <p>Objective 18e.4 Fluently reads and comprehends first-grade-level texts</p>
STANDARD / STRAND	VT.1.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (1st graders)

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.II.2.3.	Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.II.2.3.1.	Children demonstrate their increasing ability to write various types of text for different purposes, organize their writing around a topic, participate and eventually conduct research to gather information to use in their writing about a topic.
		Text Types and Purposes
GRADE LEVEL EXPECTATION	1.II.2.3.1.1.	<p>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed</p>
GRADE LEVEL EXPECTATION	1.II.2.3.1.2.	<p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed</p>
GRADE LEVEL EXPECTATION	1.II.2.3.1.3.	<p>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed</p>
		Production and Distribution of Writing

GRADE LEVEL EXPECTATION	1.II.2.3.1.4.	<p>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed</p>
GRADE LEVEL EXPECTATION	1.II.2.3.1.5.	<p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 28 Uses tools and other technology to perform tasks
		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	1.II.2.3.1.6.	<p>Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events</p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed</p>

GRADE LEVEL EXPECTATION	1.II.2.3.1.7.	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences b. Makes connections <p>Objective 12b.10 Connects the past with the present using general time estimates between events; connects time with specific daily events and salient events with the months and seasons</p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.14 Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed</p>
STANDARD / STRAND	VT.1.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (1 st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.II.3.1.	Visual Art
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.II.3.1.1.	<p>Children create art using a variety of tools and art media to express their ideas, feelings, creativity, and develop appreciation of the art created by others.</p> <p>Skill Development</p>
GRADE LEVEL EXPECTATION	1.II.3.1.1.1.	<p>Create art by using line in various media to create shape and image.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	1.II.3.1.1.2.	<p>Handle and name art tools and materials.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	1.II.3.1.1.3.	<p>Create art by using elements of 2D and 3D design (e.g., mixing colors to form secondary colors, forming a 3D object with texture).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	1.II.3.1.1.4.	<p>Demonstrate understanding of art concepts and vocabulary by identifying and using basic elements and principles of design (e.g., texture, pattern, primary and secondary colors).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts



GRADE LEVEL EXPECTATION	1.II.3.1.1.5.	Name and use different media, genre and techniques (e.g., printmaking, landscape, portrait). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	1.II.3.1.1.6.	Compare a variety of purposes for making art (e.g., tell a story, communicate emotion, beautify functional objects). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
		Reflection and Critique
GRADE LEVEL EXPECTATION	1.II.3.1.1.7.	Use art specific vocabulary (e.g., primary, secondary colors, horizontal/vertical lines, pattern, texture, collage, portrait). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	1.II.3.1.1.8.	Critique by making affirming statements (e.g., I like..). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	1.II.3.1.1.9.	Critique by asking questions of own work and of the artist. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
		Making Connections
GRADE LEVEL EXPECTATION	1.II.3.1.1.10.	Make connections between the arts by identifying similarities and differences in genres (e.g., sculpture and painting). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	1.II.3.1.1.11.	Use art to communicate idea, concepts, feelings from other disciplines. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	1.II.3.1.1.12.	Describe what an artist does. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts

GRADE LEVEL EXPECTATION	1.II.3.1.1.13.	Identify how arts have relationship to family and community events. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
		Approach to Work (i.e., Visual Arts)
GRADE LEVEL EXPECTATION	1.II.3.1.1.14.	Demonstrate willingness to participate in art activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	1.II.3.1.1.15.	Respond constructively as members of an audience/group. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	1.II.3.1.1.16.	Participate in individual and group art activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD / STRAND	VT.1.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (1st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.II.3.2.	Music
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.II.3.2.1.	Children engage in making and listening to music as a vehicle for expression and learning.
		Skill Development
GRADE LEVEL EXPECTATION	1.II.3.2.1.1.	Create music by improvising with instruments and voices based on poetry, songs, media. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	1.II.3.2.1.2.	Create music by composing, using graphic and symbol systems. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	1.II.3.2.1.3.	Participate in music by singing alone and in unison, using various rhythms and maintaining a steady beat. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression

GRADE LEVEL EXPECTATION	1.II.3.2.1.4.	<p>Play music with instruments, alone and with others, using various instruments, in rhythm, maintaining a steady beat.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression</p>
GRADE LEVEL EXPECTATION	1.II.3.2.1.5.	<p>Demonstrate music concepts by moving, drawing, and singing/playing instruments in response to contrasting music (e.g., high/low, long/short).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression</p>
GRADE LEVEL EXPECTATION	1.II.3.2.1.6.	<p>Demonstrate music concepts by reading and notating familiar symbols (e.g., quarter, eighths notes and quarter rests) through playing, singing.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression</p>
		Reflection and Critique
GRADE LEVEL EXPECTATION	1.II.3.2.1.7.	<p>Describe music using specific vocabulary (e.g., loud/soft).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression</p>
GRADE LEVEL EXPECTATION	1.II.3.2.1.8.	<p>Critique music by making affirming statements.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression</p>
GRADE LEVEL EXPECTATION	1.II.3.2.1.9.	<p>Critique and revise music by asking questions of own and others' music.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression</p>
		Making Connections
GRADE LEVEL EXPECTATION	1.II.3.2.1.10.	<p>Connect music with other disciplines by identifying similarities and differences in genres.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression</p>
GRADE LEVEL EXPECTATION	1.II.3.2.1.11.	<p>Connect music with other disciplines (e.g., show understanding of music through illustration or movement or sound).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression</p>



GRADE LEVEL EXPECTATION	1.II.3.2.1.12.	Describe what a musician does. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
		Approach to Work (i.e., Music)
GRADE LEVEL EXPECTATION	1.II.3.2.1.13.	Demonstrate willingness to take part in musical activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	1.II.3.2.1.14.	Participate willingly in individual and group music activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	1.II.3.2.1.15.	Respond constructively as audience. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STANDARD / STRAND	VT.1.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (1 st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.II.3.3.	Theatre (Dramatic Play)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.II.3.3.1.	Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.
		Skill Development
GRADE LEVEL EXPECTATION	1.II.3.3.1.1.	Create a character based on animate, inanimate, reality or fantasy or imagination. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	1.II.3.3.1.2.	Make imaginative props, costumes and stage pieces. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	1.II.3.3.1.3.	Demonstrate theatre concepts and vocabulary by: identifying animate, inanimate, and fantastic; rehearsing; participating in theater games; and identifying and label moods through dramatic play and theater games. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
		Reflection and Critique



GRADE LEVEL EXPECTATION	1.II.3.3.1.4.	Describe theatre using specific vocabulary (e.g., fantasy, acting, play, actor). <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	1.II.3.3.1.5.	Ask questions about own role-playing and theatre work. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	1.II.3.3.1.6.	Ask questions of others role playing or acting. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	1.II.3.3.1.7.	Ask questions of peers engaging in dramatic play and theatre activities to learn. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
		Making Connections
GRADE LEVEL EXPECTATION	1.II.3.3.1.8.	Communicate concepts from other disciplines through theatre (e.g., role play a story recently read). <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	1.II.3.3.1.9.	Identify how theatre shapes and reflects various cultures and times, and is related to family and community events. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
		Approach to Work (i.e., Theatre)
GRADE LEVEL EXPECTATION	1.II.3.3.1.10.	Approach artistic problem solving with an open mind and creative thinking. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	1.II.3.3.1.11.	Demonstrate willingness to take part in theatre/dramatic play. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language

GRADE LEVEL EXPECTATION	1.II.3.3.1.12.	Respond to teacher and peer suggested solutions to solve problems encountered in theatre. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	1.II.3.3.1.13.	Participate in child-initiated theatre and dramatic play. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
STANDARD / STRAND	VT.1.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (1 st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.II.3.4.	Dance
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.II.3.4.1.	Children use movement to creatively express their ideas and feelings, and to learn.
		Skill Development
GRADE LEVEL EXPECTATION	1.II.3.4.1.1.	Demonstrate mature forms of walking, running, hopping, galloping, skipping, sliding while traveling forward, backward, diagonally. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	1.II.3.4.1.2.	Demonstrate the nonlocomotor skills of bending, stretching, turning, pushing/pulling during dance and free movement opportunities. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	1.II.3.4.1.3.	Follow and reproduce 2-3 nonlocomotor and locomotor movement sequences. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	1.II.3.4.1.4.	Demonstrate quality/dynamics/levels of movement (e.g., fast/slow). <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	1.II.3.4.1.5.	Demonstrate concepts of dance by copying, leading, following, mirroring movements, and counting a beat. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts



GRADE LEVEL EXPECTATION	1.II.3.4.1.6.	Identify the beginning, middle and end of a dance sequence. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	1.II.3.4.1.7.	Demonstrate space concepts of direction, pathway, level, and range. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
		Reflection and Critique
GRADE LEVEL EXPECTATION	1.II.3.4.1.8.	Describe dance using specific vocabulary (e.g., high/medium/low). <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	1.II.3.4.1.9.	Ask questions about own dance and movement (e.g., I wonder how), and that of others. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
		Making Connections
GRADE LEVEL EXPECTATION	1.II.3.4.1.10.	Identify similarities and differences in genres. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	1.II.3.4.1.11.	Communicate connections to other disciplines through dance (e.g., show understanding of music through movement). <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	1.II.3.4.1.12.	Identify how arts have a relationship to family and community events. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
		Approach to Work (i.e., Dance)
GRADE LEVEL EXPECTATION	1.II.3.4.1.13.	Respond to teacher suggestions. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STANDARD / STRAND	VT.1.III.1.	LEARNING ABOUT THE WORLD – Mathematics (1st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.III.1.2a.	Number Relationships and Operations: Operations and Algebraic Thinking

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.III.1.2a.1.	Children develop and use concepts, properties, and representations of number that extend to other number systems, to measures, and to algebra.
		Represent and solve problems involving addition and subtraction
GRADE LEVEL EXPECTATION	1.III.1.2a.1.1.	<p>Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions <i>[more]</i>.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <p>Objective 20e.4 Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20</p>
GRADE LEVEL EXPECTATION	1.III.1.2a.1.2.	<p>Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 <i>[more]</i>.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <p>Objective 20e.4 Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20</p>
		Understand and apply properties of operations and the relationship between addition and subtraction.
GRADE LEVEL EXPECTATION	1.III.1.2a.1.3.	<p>Apply properties of operations as strategies to add and subtract.2 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <p>Objective 20e.4 Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20</p>

GRADE LEVEL EXPECTATION	1.III.1.2a.1.4.	<p>Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. Add and subtract within 20.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <p>Objective 20e.4 Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20</p>
		Add and subtract within 20.
GRADE LEVEL EXPECTATION	1.III.1.2a.1.5.	<p>Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>Objective 20b.10 Answers how much questions about wholes partitioned into equal-size shares of two and four; verbally labels each part and describes its relationship to the whole</p>
GRADE LEVEL EXPECTATION	1.III.1.2a.1.6.	<p>Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations <p>Objective 20f.4 Adds and subtracts whole numbers fluently within 10 using mental strategies (counting on, making ten, decomposing/recomposing, addition/subtraction relationship, and easier equivalent known sums)</p>
		Work with addition and subtraction equations.
GRADE LEVEL EXPECTATION	1.III.1.2a.1.7.	<p>Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <p>Objective 20e.4 Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20</p>

GRADE LEVEL EXPECTATION	1.III.1.2a.1.8.	<p>Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <p>Objective 20e.4 Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20</p>
STANDARD / STRAND	VT.1.III.1.	LEARNING ABOUT THE WORLD – Mathematics (1 st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.III.1.2a.	Number Relationships and Operations: Numbers and Operations in Base Ten
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.III.1.2a.1.	Children develop an understanding of the base-ten system and use place-value notation.
		Extend the counting sequence
GRADE LEVEL EXPECTATION	1.III.1.2a.1.1.	<p>Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.10 Counts to 120 to determine how many; uses skip counting by 2s, 5s, and 10s; begins counting forward at any number between 1 and 120; counts backward from 20</p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>Objective 20c.10 Represents how many by writing one-, two-, and three-digit numerals to 120; uses relational symbols (<, >, =) to indicate relationships between whole numbers</p>
		Understand place value.
GRADE LEVEL EXPECTATION	1.III.1.2a.1.2.	<p>Understand that the two digits of a two-digit number represent amounts of tens and ones. [more].</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten <p>Objective 20d.4 Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10–90)</p>



GRADE LEVEL EXPECTATION	1.III.1.2a.1.3.	<p>Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>Objective 20c.10 Represents how many by writing one-, two-, and three-digit numerals to 120; uses relational symbols ($<$, $>$, $=$) to indicate relationships between whole numbers <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten <p>Objective 20d.4 Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10–90)</p> </p>
		Use place value understanding and properties of operations to add and subtract.
GRADE LEVEL EXPECTATION	1.III.1.2a.1.4.	<p>Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten <p>Objective 20d.4 Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10–90)</p>
GRADE LEVEL EXPECTATION	1.III.1.2a.1.5.	<p>Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain reasoning used.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten <p>Objective 20d.4 Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10–90)</p>

GRADE LEVEL EXPECTATION	1.III.1.2a.1.6.	<p>Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.4 Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10–90)</p>
STANDARD / STRAND	VT.1.III.1.	LEARNING ABOUT THE WORLD – Mathematics (1 st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.III.1.3a.	Measurement, Classification and Data: Measurement and Data
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.III.1.3a.1.	Children compare and classify objects according to their attributes, use Standard and non-Standard units of measure, tell time and work with units of money. They develop the ability to represent and interpret data, and use operations to solve problems related to measurement including geometric measurement.
		Measure lengths indirectly and by iterating length units.
GRADE LEVEL EXPECTATION	1.III.1.3a.1.1.	<p>Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.10 Measures length accurately and expresses the measurement in whole numbers</p>
GRADE LEVEL EXPECTATION	1.III.1.3a.1.2.	<p>Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 22 Compares and measures a. Measures objects Objective 22a.10 Measures length accurately and expresses the measurement in whole numbers</p>
		Tell and write time.

GRADE LEVEL EXPECTATION	1.III.1.3a.1.3.	<p>Tell and write time in hours and half-hours using analog and digital clocks.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money Objective 22b.8 Tells and writes time in hours and half-hours using both analog and digital clocks; makes amounts using pennies (P), nickels (N), and dimes (D)</p>
		Represent and interpret data.
GRADE LEVEL EXPECTATION	1.III.1.3a.1.4.	<p>Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.6 Organizes, represents, and analyzes data with up to three categories; uses simple numerical summaries (counts, tallies) and ordinal terms to describe findings</p>
STANDARD / STRAND	VT.1.III.1.	LEARNING ABOUT THE WORLD – Mathematics (1 st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.III.1.4a.	Geometry and Spatial Reasoning: Geometry
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.III.1.4a.1.	Children recognize, describe and characterize shapes by their components and properties, compose and decompose geometric shapes, and discuss spatial structures and relations.
		Reason with shapes and their attributes.
GRADE LEVEL EXPECTATION	1.III.1.4a.1.1.	<p>Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.10 Distinguishes essential attributes of triangles, rectangles, squares, trapezoids, half circles, and quarter circles; visualizes and creates known shapes</p>

GRADE LEVEL EXPECTATION	1.III.1.4a.1.2.	<p>Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.10 Distinguishes essential attributes of triangles, rectangles, squares, trapezoids, half circles, and quarter circles; visualizes and creates known shapes</p>
GRADE LEVEL EXPECTATION	1.III.1.4a.1.3.	<p>Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.10 Answers how much questions about wholes partitioned into equal-size shares of two and four; verbally labels each part and describes its relationship to the whole</p>
STANDARD / STRAND	VT.1.III.2.	LEARNING ABOUT THE WORLD – Science (1 st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.III.2.1.	Physical Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.III.2.1.1.	Children construct concepts of the properties of matter, sound, motion and energy through exploration and investigations.
		Waves and Their Applications in Technologies for Information Transfer
GRADE LEVEL EXPECTATION	1.III.2.1.1.1.	<p>Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials</p>
GRADE LEVEL EXPECTATION	1.III.2.1.1.2.	<p>Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials</p>



GRADE LEVEL EXPECTATION	1.III.2.1.1.3.	Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	1.III.2.1.1.4.	Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STANDARD / STRAND	VT.1.III.2.	LEARNING ABOUT THE WORLD – Science (1 st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.III.2.2.	Life Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.III.2.2.1.	Children construct concepts about the characteristics of living organisms, their biology and ecosystems through exploration and investigations.
		From Molecules to Organisms: Structures and Processes
GRADE LEVEL EXPECTATION	1.III.2.2.1.1.	Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	1.III.2.2.1.2.	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
		Heredity: Inheritance and Variation of Traits
GRADE LEVEL EXPECTATION	1.III.2.2.1.3.	Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD / STRAND	VT.1.III.2.	LEARNING ABOUT THE WORLD – Science (1 st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.III.2.3.	Earth and Space Sciences



GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.III.2.3.1.	Children construct concepts about Earth's systems, the impacts of human activity on these systems, and Earth's place in the universe through observations, exploration, and investigations.
		Earth's Place in the Universe
GRADE LEVEL EXPECTATION	1.III.2.3.1.1.	Use observations of the sun, moon, and stars to describe patterns that can be predicted. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	1.III.2.3.1.2.	Make observations at different times of year to relate the amount of daylight to the time of year. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD / STRAND	VT.1.III.2.	LEARNING ABOUT THE WORLD – Science (1st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.III.2.4.	Engineering Design
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.III.2.4.1.	Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.
GRADE LEVEL EXPECTATION	1.III.2.4.1.1.	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	1.III.2.4.1.2.	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	1.III.2.4.1.3.	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STANDARD / STRAND	VT.1.III.3.	LEARNING ABOUT THE WORLD - Social Studies (1st graders)

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.III.3.1.	Inquiry
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.III.3.1.1.	Children make sense of the world around them by actively gathering and interpreting information.
GRADE LEVEL EXPECTATION	1.III.3.1.1.1.	<p>Initiate inquiry by asking questions based on what they have seen, read, listened to.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events</p>
GRADE LEVEL EXPECTATION	1.III.3.1.1.2.	<p>Develop a hypothesis and use prior knowledge to share ideas of possible solutions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events</p>
GRADE LEVEL EXPECTATION	1.III.3.1.1.3.	<p>Design an investigation by identifying resources needed.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events</p>
GRADE LEVEL EXPECTATION	1.III.3.1.1.4.	<p>Conduct investigations by observing and asking questions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events</p>

GRADE LEVEL EXPECTATION	1.III.3.1.1.5.	<p>Provide reasonable answers to the questions posed by organizing and displaying information gathered.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events</p>
GRADE LEVEL EXPECTATION	1.III.3.1.1.6.	<p>Connect back to the question of the inquiry and discuss if the findings answered the research questions and propose solutions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events</p>
GRADE LEVEL EXPECTATION	1.III.3.1.1.7.	<p>Design inquiry and explain jobs during investigations.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events</p>
GRADE LEVEL EXPECTATION	1.III.3.1.1.8.	<p>Plan how to organize the information that investigation will yield.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events</p>

GRADE LEVEL EXPECTATION	1.III.3.1.1.9.	Record observations through writing, illustrations, charts, etc. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events
GRADE LEVEL EXPECTATION	1.III.3.1.1.10.	Develop reasonable answers to the investigation question by classifying information gathered, prior knowledge, or experience. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.10 Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events
STANDARD / STRAND	VT.1.III.3.	LEARNING ABOUT THE WORLD - Social Studies (1 st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.III.3.2.	Family and Community; Civics, Government & Society
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.III.3.2.1.	Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.
GRADE LEVEL EXPECTATION	1.III.3.2.1.1.	Describe what it means to be a responsible member of a group. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	1.III.3.2.1.2.	Describe what their roles are as members of various groups. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	1.III.3.2.1.3.	Demonstrate positive interaction with group members (e.g., working with a partner to complete a task). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	1.III.3.2.1.4.	Explain own point of view on issues that affect themselves. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live

GRADE LEVEL EXPECTATION	1.III.3.2.1.5.	<p>Participate in setting and following the rules of the group, school, community.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	1.III.3.2.1.6.	<p>Identify rules or laws that solve a specific problem or apply to a specific situation (e.g., raising hands, crossing at the light).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	1.III.3.2.1.7.	<p>Explain why rules and laws are written down.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	1.III.3.2.1.8.	<p>Identify the consequences of not following rules or laws.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	1.III.3.2.1.9.	<p>Describe characteristics of good leadership and fair decision-making and how those affect others (e.g., line leader).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	1.III.3.2.1.10.	<p>Explain that people have rights and needs (e.g. fairness).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	1.III.3.2.1.11.	<p>Identify how the groups to which a person belongs (family, friends, team, community) influence how she/he thinks and acts.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	1.III.3.2.1.12.	<p>Define own rights and needs – and the rights and needs of others – in the classroom, school, and playground (e.g., “I” statements).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live

GRADE LEVEL EXPECTATION	1.III.3.2.1.13.	Give examples of ways they are similar to and different from others (e.g., gender, eye color, skin color, likes and dislikes). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	1.III.3.2.1.14.	Identify examples of interdependence among individuals and groups (e.g., family, sports team). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	1.III.3.2.1.15.	Describe feelings and situations that might lead to conflict (e.g., fighting over being first in line). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	1.III.3.2.1.16.	Describe ways that people solve problems. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	1.III.3.2.1.17.	Identify ways in which local institutions promote the common good (e.g., police enforce rules and laws, fire department). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / STRAND	VT.1.III.3.	LEARNING ABOUT THE WORLD - Social Studies (1 st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.III.3.3.	Physical & Cultural Geography
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.III.3.3.1.	Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures.
GRADE LEVEL EXPECTATION	1.III.3.3.1.1.	Interpret geography by identifying characteristics of a neighborhood or community using resources such as road signs, landmarks, models, maps, photographs and mental mapping. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge

GRADE LEVEL EXPECTATION	1.III.3.3.1.2.	Differentiate between neighborhood, town, and state. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	1.III.3.3.1.3.	Identify the locations of places within the community on a prepared map, and suggest why particular locations are used for certain human activities (e.g., parks, school, shops). <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	1.III.3.3.1.4.	Identify a map or globe and use terms related to location, direction, and distance (e.g., up/down, left/right, north, south, east, west). <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	1.III.3.3.1.5.	Use a simple map to find something (e.g., locate the teacher's desk on a map of their classrooms). <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	1.III.3.3.1.6.	Create a map as a representation of a space (e.g., make a map of the playground, draw a treasure map). <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	1.III.3.3.1.7.	Identify and use basic elements of the map (e.g., cardinal directions and key). <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	1.III.3.3.1.8.	Using appropriate geographic resources (e.g., aerial photos) to answer geographic questions. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	1.III.3.3.1.9.	Identify ways in which they and people in the community take care of or hurt the environment (e.g., after identifying litter in the local area, discuss why the trash is there and give suggestions about how the problem can be helped). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment



GRADE LEVEL EXPECTATION	1.III.3.3.1.10.	Participate in taking care of the environment (e.g., recycling). <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	1.III.3.3.1.11.	Identify ways in which people in their community adapt to their physical environment, and discuss how these adaptations have both positive and negative effects. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	1.III.3.3.1.12.	State reasons why friends and family move (e.g., climate, job opportunities, family ties). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	1.III.3.3.1.13.	Identify ways culture is expressed in their communities, such as celebrations, legends, and traditions. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	1.III.3.3.1.14.	Describe the contributions of various cultural groups to the community. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / STRAND	VT.1.III.3.	LEARNING ABOUT THE WORLD - Social Studies (1 st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.III.3.4.	History
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.III.3.4.1.	Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.
GRADE LEVEL EXPECTATION	1.III.3.4.1.1.	Connect the past with the present by classifying objects from long ago and today (e.g., sorting pictures or objects into two groups: “long ago” and “today”) <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	1.III.3.4.1.2.	Connect the past with the present by describing ways that school life has both changed and stayed the same over time (e.g., a one-room schoolhouse vs. modern schools). <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places



GRADE LEVEL EXPECTATION	1.III.3.4.1.3.	Identify how events and people have shaped their schools or towns (e.g., How does life change when one moves to a different town?). <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	1.III.3.4.1.4.	Collect information about the past (e.g., through interviews, photos and artifacts). <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	1.III.3.4.1.5.	Differentiate among fact, opinion, and interpretation of classroom situations, stories, and other media. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	1.III.3.4.1.6.	Place events that occurred within the school or community setting in their correct sequence. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	1.III.3.4.1.7.	Construct a time line of events in the history of their own or another family, or of the school or community. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	1.III.3.4.1.8.	Measure calendar time by days, weeks, and months (e.g., How old are you?). <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	1.III.3.4.1.9.	Identify an important event in their lives and/or schools, and discuss changes that resulted (e.g., after the new baby arrived, I had to share a bedroom with my sister). <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
STANDARD / STRAND	VT.1.III.3.	LEARNING ABOUT THE WORLD - Social Studies (1 st graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1.III.3.5.	Economics
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	1.III.3.5.1.	Children describe how people interact economically and the occupations that people do to support themselves and society. They also learn about the economic interdependent relationships among people in our society.



GRADE LEVEL EXPECTATION	1.III.3.5.1.1.	<p>Participate in activities as a buyer or seller (e.g., bake sale, school store), and discuss where goods come from (e.g., clothing, toys, foods).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	1.III.3.5.1.2.	<p>Identify economic activities that use resources in the local region (e.g., maple syrup production, logging).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	1.III.3.5.1.3.	<p>Identify jobs people do in the community, and the value these jobs bring to the community (e.g., road crews help keep people safe while driving).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	1.III.3.5.1.4.	<p>Identify some goods and services that are provided by the local government (e.g., schools, parks, police, fire protection).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	1.III.3.5.1.5.	<p>Describe ways in which people exchange money for goods (e.g., buying lunch or snack).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	1.III.3.5.1.6.	<p>Differentiate between basic needs and wants (e.g., food, clothing, shelter, and affection vs. toys and sweets).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	1.III.3.5.1.7.	<p>Explain why people earn, spend, and save.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live

Vermont Early Learning Standards

2nd grade, adopted 2015

STANDARD / STRAND	VT.2.I.1.	DEVELOPING SELF - Approaches to Learning (2 nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.I.1.1.	Play and Exploration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.I.1.1.1.	Children engage in play to understand the world around them.
GRADE LEVEL EXPECTATION	2.I.1.1.1.1.	<p>Play advanced games with rules.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.10 Works with a group toward a shared goal; participates in group games with rules</p>
GRADE LEVEL EXPECTATION	2.I.1.1.1.2.	<p>Engage in dramatic play and role play scenarios and dramatic interpretations of text, including: flannel board stories, finger plays, and reader's theater.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play <p>Objective 14b.12 Composes a complex play and uses body, voice, and/or technology to communicate characters' personal thoughts, feelings, actions, and sounds; uses symbolic play themes or props to create games with rules</p>
GRADE LEVEL EXPECTATION	2.I.1.1.1.3.	<p>Organize outdoor games and projects.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.10 Works with a group toward a shared goal; participates in group games with rules</p>
STANDARD / STRAND	VT.2.I.1.	DEVELOPING SELF - Approaches to Learning (2 nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.I.1.2.	Initiative
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.I.1.2.1.	Children show curiosity about the world around them, and take action to interact with it and learn.

GRADE LEVEL EXPECTATION	2.I.1.2.1.1.	<p>Ask questions and conduct research about phenomena outside of own direct experiences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic</p>
GRADE LEVEL EXPECTATION	2.I.1.2.1.2.	<p>Explore self-directed interests independently or collaboratively.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic</p>
GRADE LEVEL EXPECTATION	2.I.1.2.1.3.	<p>Develop a reasonable solution to a given problem.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.10 Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers</p>
STANDARD / STRAND	VT.2.I.1.	DEVELOPING SELF - Approaches to Learning (2 nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.I.1.3.	Problem Solving
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.I.1.3.1.	Children display an interest in novel situations, and demonstrate flexibility, creativity and innovation in solving challenging tasks.
GRADE LEVEL EXPECTATION	2.I.1.3.1.1.	<p>Extend and elaborate ideas and conversation with peers and adults.</p> <p><u>OLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic</p>
GRADE LEVEL EXPECTATION	2.I.1.3.1.2.	<p>Explore self-directed interests.</p> <p><u>OLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic</p>

GRADE LEVEL EXPECTATION	2.I.1.3.1.3.	Demonstrate multiple methods for solving a problem. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.10 Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers
STANDARD / STRAND	VT.2.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (2 nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.I.2.1.	Emotions and Self-Regulation
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.I.2.1.1.	Children express a range of emotions, and regulate their emotional and social responses.
GRADE LEVEL EXPECTATION	2.I.2.1.1.1.	Demonstrate longer attention span while engaged in tasks assigned by others. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.12 Concentrates on tasks for extended periods but may become restless, especially during activities viewed as less interesting; repeatedly practices activities thought to be enjoyable
GRADE LEVEL EXPECTATION	2.I.2.1.1.2.	Complete cooperative projects with other children independently. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.10 Completes cooperative projects with other children
GRADE LEVEL EXPECTATION	2.I.2.1.1.3.	Apply strategies steps for resolving more complex conflict and problem solving. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	2.I.2.1.1.4.	Manage strong emotion using known strategies. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.10 Manages strong emotions using known strategies
STANDARD / STRAND	VT.2.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (2 nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.I.2.2.	Self-Awareness
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.I.2.2.1.	Children demonstrate awareness of their personal characteristics, skills, and abilities.

GRADE LEVEL EXPECTATION	2.I.2.2.1.1.	Inquire about own family history and culture. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	2.I.2.2.1.2.	Base friendships on mutual enjoyment and activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.8 Maintains friendships for several months or more; forms friendships around similar play interests
GRADE LEVEL EXPECTATION	2.I.2.2.1.3.	Connect with other children in different settings and cultures. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	2.I.2.2.1.4.	Show pride in their own and others work or accomplishments. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	2.I.2.2.1.5.	Seek acceptance from peer group. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.10 Works with a group toward a shared goal; participates in group games with rules
GRADE LEVEL EXPECTATION	2.I.2.2.1.6.	Recognize that others may have different perspectives based on various experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.8 Recognizes that others' feelings about a situation might be different from his own
STANDARD / STRAND	VT.2.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (2nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.I.2.3.	Relationships with Adults and Peers
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.I.2.3.1.	Children develop healthy positive relationships with adults and peers.



GRADE LEVEL EXPECTATION	2.I.2.3.1.1.	<p>Identify and establish positive relationships with peers and adults.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.10 Respectfully engages adult with a different viewpoint; considers adult's alternative ideas when engaged in discussion</p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.10 Works with a group toward a shared goal; participates in group games with rules</p>
GRADE LEVEL EXPECTATION	2.I.2.3.1.2.	<p>Identify the positive characteristics of friendship.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships d. Makes friends <p>Objective 2d.12 Forms friendships based on mutual trust and assistance; understands that friendship can still exist when disagreements occur</p>
GRADE LEVEL EXPECTATION	2.I.2.3.1.3.	<p>Apply social norms to connect.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships d. Makes friends <p>Objective 2d.12 Forms friendships based on mutual trust and assistance; understands that friendship can still exist when disagreements occur</p>
GRADE LEVEL EXPECTATION	2.I.2.3.1.4.	<p>Recognize a connection between personal behavior and social communication.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships d. Makes friends <p>Objective 2d.12 Forms friendships based on mutual trust and assistance; understands that friendship can still exist when disagreements occur</p>
GRADE LEVEL EXPECTATION	2.I.2.3.1.5.	<p>Listen to others and begin to understand their perspective.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships d. Makes friends <p>Objective 2d.12 Forms friendships based on mutual trust and assistance; understands that friendship can still exist when disagreements occur</p>
GRADE LEVEL EXPECTATION	2.I.2.3.1.6.	<p>Advocate for self and others.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.10 Completes cooperative projects with other children</p>

GRADE LEVEL EXPECTATION	2.I.2.3.1.7.	<p>Speak up about an injustice they see and take action with peers.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.10 Completes cooperative projects with other children</p>
GRADE LEVEL EXPECTATION	2.I.2.3.1.8.	<p>Consider the best approach to a problem before reacting.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.10 Seeks conflict resolutions based on interest in maintaining the relationship in the future</p>
STANDARD / STRAND	VT.2.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (2nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.I.3.1.	Motor Development and Coordination
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.I.3.1.1.	Children develop strength, coordination, and control of their large or gross muscles.
GRADE LEVEL EXPECTATION	2.I.3.1.1.1.	<p>Solve simple movement challenges with a partner and movement challenges involving one or more movement concepts alone or with a partner.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.10 Uses a variety of traveling movements, varying speed, pathways, and direction</p>
GRADE LEVEL EXPECTATION	2.I.3.1.1.2.	<p>Select a developmentally appropriate level of challenge, and perform successfully.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.10 Uses a variety of traveling movements, varying speed, pathways, and direction</p>
GRADE LEVEL EXPECTATION	2.I.3.1.1.3.	<p>Demonstrate body movement and shapes.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.10 Uses a variety of traveling movements, varying speed, pathways, and direction</p>

GRADE LEVEL EXPECTATION	2.I.3.1.1.4.	Demonstrate competency in the mature form of selected locomotors and manipulative skills, and the ability to stop with control at a boundary. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.10 Uses a variety of traveling movements, varying speed, pathways, and direction
GRADE LEVEL EXPECTATION	2.I.3.1.1.5.	Demonstrate the ability to change direction, quickly and safely, without falling. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.10 Uses a variety of traveling movements, varying speed, pathways, and direction
GRADE LEVEL EXPECTATION	2.I.3.1.1.6.	Identify the locomotors movement. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.10 Uses a variety of traveling movements, varying speed, pathways, and direction
GRADE LEVEL EXPECTATION	2.I.3.1.1.7.	Apply space concepts in simple games and other activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.10 Uses a variety of traveling movements, varying speed, pathways, and direction
GRADE LEVEL EXPECTATION	2.I.3.1.1.8.	Demonstrate and understand balancing skills alone or with equipment. <u>GOLD® Objectives for Development and Learning</u> • Objective 5 Demonstrates balancing skills Objective 5.12 Balances on apparatus with control and stability
GRADE LEVEL EXPECTATION	2.I.3.1.1.9.	Demonstrate an understanding of the variations in force. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.12 Coordinates multiple complex movements while traveling
GRADE LEVEL EXPECTATION	2.I.3.1.1.10.	Demonstrate contrast between fast and slow movement, a simple rhythmic movement, and following a simple rhythmic movements led by the teacher. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.12 Coordinates multiple complex movements while traveling



GRADE LEVEL EXPECTATION	2.I.3.1.1.11.	Combine two fundamental skills and demonstrate smooth transitions between movements. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.12 Coordinates multiple complex movements while traveling
STANDARD / STRAND	VT.2.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (2nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.I.3.1.	Motor Development and Coordination
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.I.3.1.2.	Children develop strength, eye-hand coordination, and control of their small or fine motor muscles.
GRADE LEVEL EXPECTATION	2.I.3.1.2.1.	Continue using controlled finger and hand movements to accomplish tasks (e.g., knitting on large needles; playing a recorder). <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.10 Uses smooth finger and hand movements
GRADE LEVEL EXPECTATION	2.I.3.1.2.2.	Demonstrate control and appropriate pressure when using writing and drawing tools. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.10 Demonstrates control and appropriate pressure when using writing and drawing tools; writes legibly
STANDARD / STRAND	VT.2.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (2nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.I.3.2.1.	Children develop healthy eating habits and knowledge of good nutrition.
GRADE LEVEL EXPECTATION	2.I.3.2.1.1.	Communicate the benefits of eating a variety of nutrient-rich foods. <u>GOLD® Objectives for Development and Learning</u> • Objective Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.10 Practices skills to reach desired level of personal achievement

GRADE LEVEL EXPECTATION	2.I.3.2.1.2.	Create healthy fruit and vegetable snacks. <u>GOLD® Objectives for Development and Learning</u> • Objective Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.10 Practices skills to reach desired level of personal achievement
GRADE LEVEL EXPECTATION	2.I.3.2.1.3.	Set a short-term personal goal for healthy eating. <u>GOLD® Objectives for Development and Learning</u> • Objective Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.10 Practices skills to reach desired level of personal achievement
GRADE LEVEL EXPECTATION	2.I.3.2.1.4.	Communicate the consequences of health behaviors and choices, including food choices, that may prevent illness with assistance and support. <u>GOLD® Objectives for Development and Learning</u> • Objective Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.10 Practices skills to reach desired level of personal achievement
STANDARD / STRAND	VT.2.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (2 nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.I.3.2.2.	Children develop personal health and self-care habits, and become increasingly independent.
GRADE LEVEL EXPECTATION	2.I.3.2.2.1.	Define in own words the four health-related fitness components and begin to identify some physiological signs of exercise. <u>GOLD® Objectives for Development and Learning</u> • Objective Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.10 Practices skills to reach desired level of personal achievement
GRADE LEVEL EXPECTATION	2.I.3.2.2.2.	Identify an activity and a benefit associated with each of the four health-related fitness components. <u>GOLD® Objectives for Development and Learning</u> • Objective Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.10 Practices skills to reach desired level of personal achievement

GRADE LEVEL EXPECTATION	2.I.3.2.2.3.	Describe their range of feelings resulting from participating in physical activity, attempt new activities, and continue to participate when initially unsuccessful. <u>GOLD® Objectives for Development and Learning</u> • Objective Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.10 Practices skills to reach desired level of personal achievement
GRADE LEVEL EXPECTATION	2.I.3.2.2.4.	Understand how to reduce their health risks through the practice of healthy behaviors with assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.10 Practices skills to reach desired level of personal achievement
GRADE LEVEL EXPECTATION	2.I.3.2.2.5.	Demonstrate the ability to make decisions that lead to better health with reminders. <u>GOLD® Objectives for Development and Learning</u> • Objective Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.10 Practices skills to reach desired level of personal achievement
STANDARD / STRAND	VT.2.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (2 nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.I.3.2.3.	Children develop the ability to identify unsafe situations, and use safe practices.
GRADE LEVEL EXPECTATION	2.I.3.2.3.1.	Apply established class rules, procedures, and safe practices with limited teacher guidance. <u>GOLD® Objectives for Development and Learning</u> • Objective Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.10 Practices skills to reach desired level of personal achievement
GRADE LEVEL EXPECTATION	2.I.3.2.3.2.	Demonstrate responsibility for making and applying rules regarding class procedures and safety. <u>GOLD® Objectives for Development and Learning</u> • Objective Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.10 Practices skills to reach desired level of personal achievement

GRADE LEVEL EXPECTATION	2.I.3.2.3.3.	<p>Follow simple game rules safely, with good sports like behavior (with and without direct teacher supervision).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.10 Practices skills to reach desired level of personal achievement</p>
STANDARD / STRAND	VT.2.II.1.	COMMUNICATION and EXPRESSION - Language Development (2nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.II.1.1.	Speaking & Listening (CCSS)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.II.1.1.1.	Children demonstrate an increasing ability to comprehend and participate in collaborative conversations. Their ability to present information and discuss their ideas increases at each grade level.
		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	2.II.1.1.1.1.	<p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>A) Follow agreed-upon rules for discussions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <p>Objective 10b.12 Enters discussions in respectful ways (e.g., says, “Excuse me,” waits, and signals for a chance to speak); identifies the difference between formal and informal English</p> <p>B) Build on others’ talk in conversations by linking their comments to remarks of others.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.12 Connects others’ ideas shared during conversations; asks questions in order to better understand grade-appropriate discussions</p> <p>C) Ask for clarification and further explanation as needed <i>[more]</i>.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material</p>

		<ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations <p>Objective 10a.12 Connects others' ideas shared during conversations; asks questions in order to better understand grade-appropriate discussions</p>
GRADE LEVEL EXPECTATION	2.II.1.1.1.2.	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material</p>
GRADE LEVEL EXPECTATION	2.II.1.1.1.3.	<p>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic</p>
		Presentation of Knowledge and Ideas

GRADE LEVEL EXPECTATION	2.II.1.1.1.4.	<p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.12 Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information</p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.12 Speaks clearly when giving a lengthy description of an event or personal experience to an individual or group; adapts word choices to be appropriate to the audience</p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place <p>Objective 9d.10 Tells stories with clear sequence of events, including a climax and resolution</p>
GRADE LEVEL EXPECTATION	2.II.1.1.1.5.	<p>Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically <p>Objective 14a.10 Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference</p>
GRADE LEVEL EXPECTATION	2.II.1.1.1.6.	<p>Produce complete sentences when appropriate to task and situation.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences</p>
STANDARD / STRAND	VT.2.II.1.	COMMUNICATION and EXPRESSION - Language Development (2 nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.II.1.2.	Language (CCSS)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.II.1.2.1.	Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.
		Conventions of Standard English



GRADE LEVEL EXPECTATION	2.II.1.2.1.1.	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>A) Use collective nouns (e.g., <i>group</i>). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences</p> <p>B) Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences</p> <p>C) Use reflexive pronouns (e.g., <i>myself, ourselves</i>). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences</p> <p>D) Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences</p>
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		<p>E) Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences</p> <p>F) Produce, expand, and rearrange complete simple and compound sentences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.12 Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences</p>
GRADE LEVEL EXPECTATION	2.II.1.2.1.2.	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills c. Writes using conventions <p>Objective 19c.6 Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading</p>
		Knowledge of Language
GRADE LEVEL EXPECTATION	2.II.1.2.1.3.	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A) Compare formal and informal uses of English.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <p>Objective 10b.12 Enters discussions in respectful ways (e.g., says, “Excuse me,” waits, and signals for a chance to speak); identifies the difference between formal and informal English</p>
		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	2.II.1.2.1.4.	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content <i>[more]</i>.</p>

<p>A) Use sentence-level context as a clue to the meaning of a word or phrase. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)</p> <p>B) Determine the meaning of the new word formed when a known prefix is added to a known word. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)</p> <p>C) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)</p> <p>D) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse). <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)</p>

E) Use glossaries and dictionaries.

GOLD® Objectives for Development and Learning

• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts

Objective 17a.12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure

F) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content.

G) Use sentence-level context as a clue to the meaning of a word or phrase.

GOLD® Objectives for Development and Learning

• Objective 8 Listens to and understands increasingly complex language a. Comprehends language

Objective 8a.12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material

• Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts

Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)

H) Determine the meaning of the new word formed when a known prefix is added to a known word.

GOLD® Objectives for Development and Learning

• Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts

Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)

I) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

GOLD® Objectives for Development and Learning

• Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts

Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)

		<p>J) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse). <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)</p> <p>K) Use glossaries and beginning dictionaries. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure</p>
GRADE LEVEL EXPECTATION	2.II.1.2.1.5.	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>A) Identify real-life connections between words and their use (e.g., describe foods that are spicy). <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material</p> <p>B) Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.12 Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material</p>

GRADE LEVEL EXPECTATION	2.II.1.2.1.6.	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.12 Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information</p>
STANDARD / STRAND	VT.2.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (2 nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Phonics and Word Recognition
EXPECTATION	2.II.2.1.1.3.	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A) Distinguish long and short vowels when reading regularly spelled one-syllable words. <u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text <p>Objective 15d.7 Emerging to 15d.8 Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes</p> <p>B) Know spelling-sound correspondences for additional common vowel teams. <u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text <p>Objective 15d.8 Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes</p> <p>C) Decode regularly spelled two-syllable words with long vowels. <u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text <p>Objective 15d.8 Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes</p> <p>D) Decode words with common prefixes and suffixes. <u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text

		<p>Objective 15d.8 Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes</p> <p>E) Identify words with inconsistent but common spelling-sound correspondences. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.12 Reads grade appropriate irregularly spelled words; uses word families and analogy of known sight words to read unknown words</p> <p>F) Recognize and read grade-appropriate irregularly spelled words. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.12 Reads grade appropriate irregularly spelled words; uses word families and analogy of known sight words to read unknown words</p> <p>G) Recognize and read grade-appropriate irregularly spelled words. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.12 Reads grade appropriate irregularly spelled words; uses word families and analogy of known sight words to read unknown words</p>
STANDARD / STRAND	VT.2.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (2nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Fluency

EXPECTATION	2.II.2.1.1.4.	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>A) Read grade-level text with purpose and understanding. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.6 Fluently reads and comprehends second-grade-level texts</p> <p>B) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.6 Fluently reads and comprehends second-grade-level texts</p> <p>C) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)</p>
STANDARD / STRAND	VT.2.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (2 nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.II.2.2a.	Reading: Reading Literature
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.II.2.2a.1.	Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of <i>literature</i> , the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.
		Key Ideas and Details
GRADE LEVEL EXPECTATION	2.II.2.2a.1.1.	<p>Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>

GRADE LEVEL EXPECTATION	2.II.2.2a.1.2.	<p>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.12 Summarizes the major points and central message in grade-appropriate literature and informational texts; makes interpretive comments about text</p>
GRADE LEVEL EXPECTATION	2.II.2.2a.1.3.	<p>Describe how characters in a story respond to major events and challenges.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>
		Craft and Structure
GRADE LEVEL EXPECTATION	2.II.2.2a.1.4.	<p>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>
GRADE LEVEL EXPECTATION	2.II.2.2a.1.5.	<p>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure</p>

GRADE LEVEL EXPECTATION	2.II.2.2a.1.6.	<p>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>
		Integration of Knowledge & Ideas
GRADE LEVEL EXPECTATION	2.II.2.2a.1.7.	<p>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>
GRADE LEVEL EXPECTATION	2.II.2.2a.1.8.	<p>Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>
		Range of Reading & Level of Text Complexity
GRADE LEVEL EXPECTATION	2.II.2.2a.1.9.	<p>By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently <p>Objective 18e.6 Fluently reads and comprehends second-grade-level texts</p>
STANDARD / STRAND	VT.2.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (2nd graders)

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.II.2.3.	Reading Informational Text
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.II.2.3.1.	Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of <i>informational texts</i> , the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.
		Key Ideas & Details
GRADE LEVEL EXPECTATION	2.II.2.3.1.1.	<p>Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>
GRADE LEVEL EXPECTATION	2.II.2.3.1.2.	<p>Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>
GRADE LEVEL EXPECTATION	2.II.2.3.1.3.	<p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>
		Craft and Structure

GRADE LEVEL EXPECTATION	2.II.2.3.1.4.	<p>Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>Objective 18d.6 Uses various strategies to make meaning when reading second grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)</p>
GRADE LEVEL EXPECTATION	2.II.2.3.1.5.	<p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.12 Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure</p>
GRADE LEVEL EXPECTATION	2.II.2.3.1.6.	<p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>
		Integration of Knowledge & Ideas
GRADE LEVEL EXPECTATION	2.II.2.3.1.7.	<p>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p>

GRADE LEVEL EXPECTATION	2.II.2.3.1.8.	Describe how reasons support specific points the author makes in a text. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning
GRADE LEVEL EXPECTATION	2.II.2.3.1.9.	Compare and contrast the most important points presented by two texts on the same topic. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message
		Range of Reading & Level of Text Complexity
GRADE LEVEL EXPECTATION	2.II.2.3.1.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.12 Uses second grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning
STANDARD / STRAND	VT.2.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (2nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.II.2.3.	Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.II.2.3.1.	Children demonstrate their increasing ability to write various types of text for different purposes, organize their writing around a topic, participate and eventually conduct research to gather information to use in their writing about a topic.
		Text Types and Purposes

GRADE LEVEL EXPECTATION	2.II.2.3.1.1.	<p>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed</p>
GRADE LEVEL EXPECTATION	2.II.2.3.1.2.	<p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed</p>
GRADE LEVEL EXPECTATION	2.II.2.3.1.3.	<p>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed</p>
		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	2.II.2.3.1.8.	<p>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed</p>

GRADE LEVEL EXPECTATION	2.II.2.3.1.9.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	2.II.2.3.1.10.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed
GRADE LEVEL EXPECTATION	2.II.2.3.1.11.	Recall information from experiences or gather information from provided sources to answer a question. <u>GOLD® Objectives for Development and Learning</u> • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.12 Provides general descriptions of events to occur in the future; links material learned previously and in other contexts • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.16 Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed
STANDARD / STRAND	VT.2.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (2nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.II.3.1.	Visual Art
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.II.3.1.1.	Children create art using a variety of tools and art media to express their ideas, feelings, creativity, and develop appreciation of the art created by others.
		Skill Development



GRADE LEVEL EXPECTATION	2.II.3.1.1.1.	Create art by using line in various media to create shape and image. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	2.II.3.1.1.2.	Handle and name art tools and materials. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	2.II.3.1.1.3.	Create art by using elements of 2D and 3D design (e.g., mixing colors to form secondary colors, forming a 3D object with texture). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	2.II.3.1.1.4.	Demonstrate understanding of art concepts and vocabulary by identifying and using basic elements and principles of design (e.g., texture, pattern, primary and secondary colors). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	2.II.3.1.1.5.	Name and use different media, genre and techniques (e.g., printmaking, landscape, portrait). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	2.II.3.1.1.6.	Compare a variety of purposes for making art (e.g., tell a story, communicate emotion, beautify functional objects). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
		Reflection and Critique
GRADE LEVEL EXPECTATION	2.II.3.1.1.7.	Use art specific vocabulary (e.g., primary, secondary colors, horizontal/vertical lines, pattern, texture, collage, portrait). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	2.II.3.1.1.8.	Critique by making affirming statements (e.g., I like..). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts



GRADE LEVEL EXPECTATION	2.II.3.1.1.9.	Critique by asking questions of own work and of the artist. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
		Making Connections
GRADE LEVEL EXPECTATION	2.II.3.1.1.10.	Make connections between the arts by identifying similarities and differences in genres (e.g., sculpture and painting). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	2.II.3.1.1.11.	Use art to communicate idea, concepts, feelings from other disciplines. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	2.II.3.1.1.12.	Describe what an artist does. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	2.II.3.1.1.13.	Identify how arts have relationship to family and community events. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
		Approach to Work (i.e., Visual Arts)
GRADE LEVEL EXPECTATION	2.II.3.1.1.14.	Demonstrate willingness to participate in art activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	2.II.3.1.1.15.	Respond constructively as members of an audience/group. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	2.II.3.1.1.16.	Participate in individual and group art activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD / STRAND	VT.2.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (2nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.II.3.2.	Music

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.II.3.2.1.	Children engage in making and listening to music as a vehicle for expression and learning.
		Skill Development
GRADE LEVEL EXPECTATION	2.II.3.2.1.1.	Create music by improvising with instruments and voices based on poetry, songs, media. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	2.II.3.2.1.2.	Create music by composing, using graphic and symbol systems. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	2.II.3.2.1.3.	Participate in music by singing alone and in unison, using various rhythms and maintaining a steady beat. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	2.II.3.2.1.4.	Play music with instruments, alone and with others, using various instruments, in rhythm, maintaining a steady beat. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	2.II.3.2.1.5.	Demonstrate music concepts by moving, drawing, and singing/playing instruments in response to contrasting music (e.g., high/low, long/short). <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	2.II.3.2.1.6.	Demonstrate music concepts by reading and notating familiar symbols (e.g., quarter, eighths notes and quarter rests) through playing, singing. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
		Reflection and Critique
GRADE LEVEL EXPECTATION	2.II.3.2.1.7.	Describe music using specific vocabulary (e.g., loud/soft). <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	2.II.3.2.1.8.	Critique music by making affirming statements. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression



GRADE LEVEL EXPECTATION	2.II.3.2.1.9.	Critique and revise music by asking questions of own and others' music. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
		Making Connections
GRADE LEVEL EXPECTATION	2.II.3.2.1.10.	Connect music with other disciplines by identifying similarities and differences in genres. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	2.II.3.2.1.11.	Connect music with other disciplines (e.g., show understanding of music through illustration or movement or sound). <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	2.II.3.2.1.12.	Describe what a musician does. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
		Approach to Work (i.e., Music)
GRADE LEVEL EXPECTATION	2.II.3.2.1.13.	Demonstrate willingness to take part in musical activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	2.II.3.2.1.14.	Participate willingly in individual and group music activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	2.II.3.2.1.15.	Respond constructively as audience. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STANDARD / STRAND	VT.2.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (2nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.II.3.3.	Theatre (Dramatic Play)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.II.3.3.1.	Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.
		Skill Development

GRADE LEVEL EXPECTATION	2.II.3.3.1.1.	Create a character based on animate, inanimate, reality or fantasy or imagination. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	2.II.3.3.1.2.	Make imaginative props, costumes and stage pieces. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	2.II.3.3.1.3.	Demonstrate theatre concepts and vocabulary by: identifying animate, inanimate, and fantastic; rehearsing; participating in theater games; and identifying and label moods through dramatic play and theater games. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
		Reflection and Critique
GRADE LEVEL EXPECTATION	2.II.3.3.1.4.	Describe theatre using specific vocabulary (e.g., fantasy, acting, play, actor). <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	2.II.3.3.1.5.	Ask questions about own role-playing and theatre work. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	2.II.3.3.1.6.	Ask questions of others role playing or acting. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	2.II.3.3.1.7.	Ask questions of peers engaging in dramatic play and theatre activities to learn. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
		Making Connections
GRADE LEVEL EXPECTATION	2.II.3.3.1.8.	Communicate concepts from other disciplines through theatre (e.g., role play a story recently read). <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language



GRADE LEVEL EXPECTATION	2.II.3.3.1.9.	Identify how theatre shapes and reflects various cultures and times, and is related to family and community events. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
		Approach to Work (i.e., Theatre)
GRADE LEVEL EXPECTATION	2.II.3.3.1.10.	Approach artistic problem solving with an open mind and creative thinking. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	2.II.3.3.1.11.	Demonstrate willingness to take part in theatre/dramatic play. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	2.II.3.3.1.12.	Respond to teacher and peer suggested solutions to solve problems encountered in theatre. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	2.II.3.3.1.13.	Participate in child-initiated theatre and dramatic play. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
STANDARD / STRAND	VT.2.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (2nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.II.3.4.	Dance
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.II.3.4.1.	Children use movement to creatively express their ideas and feelings, and to learn.
		Skill Development
GRADE LEVEL EXPECTATION	2.II.3.4.1.1.	Demonstrate mature forms of walking, running, hopping, galloping, skipping, sliding while traveling forward, backward, diagonally. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	2.II.3.4.1.2.	Demonstrate the nonlocomotor skills of bending, stretching, turning, pushing/pulling during dance and free movement opportunities. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts

GRADE LEVEL EXPECTATION	2.II.3.4.1.3.	Follow and reproduce 2-3 nonlocomotor and locomotor movement sequences. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	2.II.3.4.1.4.	Demonstrate quality/dynamics/levels of movement (e.g., fast/slow). <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	2.II.3.4.1.5.	Demonstrate concepts of dance by copying, leading, following, mirroring movements, and counting a beat. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	2.II.3.4.1.6.	Identify the beginning, middle and end of a dance sequence. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	2.II.3.4.1.7.	Demonstrate space concepts of direction, pathway, level, and range. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
		Reflection and Critique
GRADE LEVEL EXPECTATION	2.II.3.4.1.8.	Describe dance using specific vocabulary (e.g., high/medium/low). <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	2.II.3.4.1.9.	Ask questions about own dance and movement (e.g., I wonder how), and that of others. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
		Making Connections
GRADE LEVEL EXPECTATION	2.II.3.4.1.10.	Identify similarities and differences in genres. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	2.II.3.4.1.11.	Communicate connections to other disciplines through dance (e.g., show understanding of music through movement). <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts



GRADE LEVEL EXPECTATION	2.II.3.4.1.12.	Identify how arts have a relationship to family and community events. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
		Approach to Work (i.e., Dance)
GRADE LEVEL EXPECTATION	2.II.3.4.1.13.	Respond to teacher suggestions. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STANDARD / STRAND	VT.2.III.1.	LEARNING ABOUT THE WORLD – Mathematics (2nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.III.1.2a.	Number Relationships and Operations: Operations and Algebraic Thinking
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.III.1.2a.1.	Children develop and use concepts, properties, and representations of number that extend to other number systems, to measures, and to algebra.
		Represent and solve problems involving addition and subtraction
GRADE LEVEL EXPECTATION	2.III.1.2a.1.1.	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 20e.6 Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to five rows and five columns)
		Add and subtract within 20
GRADE LEVEL EXPECTATION	2.III.1.2a.1.2.	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 20e.6 Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to five rows and five columns)
		Work with equal groups of objects to gain foundations for multiplication.



GRADE LEVEL EXPECTATION	2.III.1.2a.1.3.	<p>Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.12 Uses number patterns to count and to solve problems; uses and explains patterns in counting and addition</p>
GRADE LEVEL EXPECTATION	2.III.1.2a.1.4.	<p>Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 20e.6 Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to five rows and five columns)</p>
STANDARD / STRAND	VT.2.III.1.	LEARNING ABOUT THE WORLD – Mathematics (2 nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.III.1.2a.	Number Relationships and Operations: Numbers and Operations in Base Ten
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.III.1.2a.1.	Children develop an understanding of the base-ten system and use place-value notation.
		Understand place value.
GRADE LEVEL EXPECTATION	2.III.1.2a.1.1.	<p>Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. <i>[more]</i>.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)</p>



GRADE LEVEL EXPECTATION	2.III.1.2a.1.2.	<p>Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations a. Counts <p>Objective 20a.12 Counts to 1,000 to determine how many; uses skip counting (2s, 5s, 10s, and 100s); begins counting at any number between 1 and 1,000; switches between skip counts</p> <ul style="list-style-type: none"> • Objective 23 Demonstrates knowledge of patterns <p>Objective 23.12 Uses number patterns to count and to solve problems; uses and explains patterns in counting and addition</p>
GRADE LEVEL EXPECTATION	2.III.1.2a.1.3.	<p>Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>Objective 20c.12 Represents how many by writing one-, two-, three-, and four-digit numerals to 1,000; uses relational symbols to compare and order whole numbers</p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten <p>Objective 20d.6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)</p>
GRADE LEVEL EXPECTATION	2.III.1.2a.1.4.	<p>Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>Objective 20c.12 Represents how many by writing one-, two-, three-, and four-digit numerals to 1,000; uses relational symbols to compare and order whole numbers</p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten <p>Objective 20d.6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)</p>
		Use place value understanding and properties of operations to add and subtract.

GRADE LEVEL EXPECTATION	2.III.1.2a.1.5.	<p>Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)</p>
GRADE LEVEL EXPECTATION	2.III.1.2a.1.6.	<p>Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)</p>
GRADE LEVEL EXPECTATION	2.III.1.2a.1.7.	<p>Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. <i>[more]</i>.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)</p>
GRADE LEVEL EXPECTATION	2.III.1.2a.1.8.	<p>Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)</p>

GRADE LEVEL EXPECTATION	2.III.1.2a.1.9.	<p>Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.6 Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)</p>
STANDARD / STRAND	VT.2.III.1.	LEARNING ABOUT THE WORLD – Mathematics (2 nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.III.1.3a.	Measurement, Classification and Data: Measurement and Data
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.III.1.3a.1.	Children compare and classify objects according to their attributes, use Standard and non-Standard units of measure, tell time and work with units of money. They develop the ability to represent and interpret data, and use operations to solve problems related to measurement including geometric measurement.
		Measure and estimate lengths in Standard units.
GRADE LEVEL EXPECTATION	2.III.1.3a.1.1.	<p>Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.11 Emerging to 22a.12 Measures and compares the length of two objects using standard length units</p>
GRADE LEVEL EXPECTATION	2.III.1.3a.1.2.	<p>Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.11 Emerging to 22a.12 Measures and compares the length of two objects using standard length units</p>
GRADE LEVEL EXPECTATION	2.III.1.3a.1.3.	<p>Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.12 Measures and compares the length of two objects using standard length units</p>



GRADE LEVEL EXPECTATION	2.III.1.3a.1.4.	<p>Measure to determine how much longer one object is than another, expressing the length difference in terms of a Standard length unit.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects <p>Objective 22a.12 Measures and compares the length of two objects using standard length units</p>
		Relate addition and subtraction to length.
GRADE LEVEL EXPECTATION	2.III.1.3a.1.5.	<p>Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units (e.g., by using drawings such as drawings of rulers and equations with a symbol for the unknown number to represent the problem).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <p>Objective 20e.6 Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to five rows and five columns)</p>
GRADE LEVEL EXPECTATION	2.III.1.3a.1.6.	<p>Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, and represent whole-number sums and differences within 100 on a number line.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures c. Represents and analyzes data <p>Objective 22c.8 Reads and creates scaled picture or bar graphs where each picture/bar represents more than one data point; uses the graph to ask and answer questions</p>
		Work with time and money.
GRADE LEVEL EXPECTATION	2.III.1.3a.1.7.	<p>Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures b. Measures time and money <p>Objective 22b.10 Tells and writes time to the nearest five minutes; indicates a.m. and p.m.; solves word problems involving coins (P, N, D, Q) and dollar bills, and expresses the answer using currency symbols</p>

GRADE LEVEL EXPECTATION	2.III.1.3a.1.8.	<p>Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures b. Measures time and money <p>Objective 22b.10 Tells and writes time to the nearest five minutes; indicates a.m. and p.m.; solves word problems involving coins (P, N, D, Q) and dollar bills, and expresses the answer using currency symbols</p>
		Represent and interpret data.
GRADE LEVEL EXPECTATION	2.III.1.3a.1.9.	<p>Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures c. Represents and analyzes data <p>Objective 22c.8 Reads and creates scaled picture or bar graphs where each picture/bar represents more than one data point; uses the graph to ask and answer questions</p>
GRADE LEVEL EXPECTATION	2.III.1.3a.1.10.	<p>Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 22 Compares and measures c. Represents and analyzes data <p>Objective 22c.8 Reads and creates scaled picture or bar graphs where each picture/bar represents more than one data point; uses the graph to ask and answer questions</p>
STANDARD / STRAND	VT.2.III.1.	LEARNING ABOUT THE WORLD – Mathematics (2 nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.III.1.4a.	Geometry and Spatial Reasoning: Geometry
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.III.1.4a.1.	Children recognize, describe and characterize shapes by their components and properties, compose and decompose geometric shapes, and discuss spatial structures and relations.
		Reason with shapes and their attributes.



GRADE LEVEL EXPECTATION	2.III.1.4a.1.1.	<p>Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.12 Uses essential attributes to label and create quadrilaterals, pentagons, hexagons, and cubes; visualizes and predicts the results of combining and taking apart two-dimensional and three-dimensional shapes</p>
GRADE LEVEL EXPECTATION	2.III.1.4a.1.2.	<p>Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)</p>
GRADE LEVEL EXPECTATION	2.III.1.4a.1.3.	<p>Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.12 Answers how much questions about wholes partitioned into equal shares of two (halves), four (fourths), and three (thirds); verbally labels each part and describes its relationship to the whole</p>
STANDARD / STRAND	VT.2.III.2.	LEARNING ABOUT THE WORLD – Science (2 nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.III.2.1.	Physical Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.III.2.1.1.	Children construct concepts of the properties of matter, sound, motion and energy through exploration and investigations.
		Matter and Its Interactions
GRADE LEVEL EXPECTATION	2.III.2.1.1.1.	<p>Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials</p>

GRADE LEVEL EXPECTATION	2.III.2.1.1.2.	Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	2.III.2.1.1.3.	Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	2.III.2.1.1.4.	Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STANDARD / STRAND	VT.2.III.2.	LEARNING ABOUT THE WORLD – Science (2 nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.III.2.2.	Life Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.III.2.2.1.	Children construct concepts about the characteristics of living organisms, their biology and ecosystems through exploration and investigations.
		Ecosystems: Interactions, Energy, and Dynamics
GRADE LEVEL EXPECTATION	2.III.2.2.1.1.	Plan and conduct an investigation to determine if plants need sunlight and water to grow. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	2.III.2.2.1.2.	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
		Biological Evolution: Unity and Diversity
GRADE LEVEL EXPECTATION	2.III.2.2.1.3.	Make observations of plants and animals to compare the diversity of life in different habitats. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things

STANDARD / STRAND	VT.2.III.2.	LEARNING ABOUT THE WORLD – Science (2 nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.III.2.3.	Earth and Space Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.III.2.3.1.	Children construct concepts about Earth's systems, the impacts of human activity on these systems, and Earth's place in the universe through observations, exploration, and investigations.
		Earth's Place in the Universe
GRADE LEVEL EXPECTATION	2.III.2.3.1.1.	Use information from several sources to provide evidence that Earth events can occur quickly or slowly. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
		Earth's Systems
GRADE LEVEL EXPECTATION	2.III.2.3.1.2.	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	2.III.2.3.1.3.	Develop a model to represent the shapes and kinds of land and bodies of water in an area. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	2.III.2.3.1.4.	Obtain information to identify where water is found on Earth and that it can be solid or liquid. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD / STRAND	VT.2.III.2.	LEARNING ABOUT THE WORLD – Science (2 nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.III.2.4.	Engineering Design
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.III.2.4.1.	Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.



GRADE LEVEL EXPECTATION	2.III.2.4.1.1.	<p>Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	2.III.2.4.1.2.	<p>Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	2.III.2.4.1.3.	<p>Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STANDARD / STRAND	VT.2.III.3.	LEARNING ABOUT THE WORLD - Social Studies (2 nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.III.3.1.	Inquiry
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.III.3.1.1.	Children make sense of the world around them by actively gathering and interpreting information.
GRADE LEVEL EXPECTATION	2.III.3.1.1.1.	<p>Initiate inquiry by asking questions based on what they have seen, read, listened to.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic</p>
GRADE LEVEL EXPECTATION	2.III.3.1.1.2.	<p>Develop a hypothesis and use prior knowledge to share ideas of possible solutions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic</p>



GRADE LEVEL EXPECTATION	2.III.3.1.1.3.	<p>Design an investigation by identifying resources needed.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic</p>
GRADE LEVEL EXPECTATION	2.III.3.1.1.4.	<p>Conduct investigations by observing and asking questions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic</p>
GRADE LEVEL EXPECTATION	2.III.3.1.1.5.	<p>Provide reasonable answers to the questions posed by organizing and displaying information gathered.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic</p>
GRADE LEVEL EXPECTATION	2.III.3.1.1.6.	<p>Connect back to the question of the inquiry and discuss if the findings answered the research questions and propose solutions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic</p>
GRADE LEVEL EXPECTATION	2.III.3.1.1.7.	<p>Design inquiry and explain jobs during investigations.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic</p>

GRADE LEVEL EXPECTATION	2.III.3.1.1.8.	Plan how to organize the information that investigation will yield. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic
GRADE LEVEL EXPECTATION	2.III.3.1.1.9.	Record observations through writing, illustrations, charts, etc. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic
GRADE LEVEL EXPECTATION	2.III.3.1.1.10.	Develop reasonable answers to the investigation question by classifying information gathered, prior knowledge, or experience. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.12 Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic
STANDARD / STRAND	VT.2.III.3.	LEARNING ABOUT THE WORLD - Social Studies (2 nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.III.3.2.	Family and Community; Civics, Government & Society
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.III.3.2.1.	Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.
GRADE LEVEL EXPECTATION	2.III.3.2.1.1.	Describe what it means to be a responsible member of a group. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	2.III.3.2.1.2.	Describe what their roles are as members of various groups. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live



GRADE LEVEL EXPECTATION	2.III.3.2.1.3.	Demonstrate positive interaction with group members (e.g., working with a partner to complete a task). <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	2.III.3.2.1.4.	Explain own point of view on issues that affect themselves. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	2.III.3.2.1.5.	Participate in setting and following the rules of the group, school, community. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	2.III.3.2.1.6.	Identify rules or laws that solve a specific problem or apply to a specific situation (e.g., raising hands, crossing at the light). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	2.III.3.2.1.7.	Explain why rules and laws are written down. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	2.III.3.2.1.8.	Identify the consequences of not following rules or laws. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	2.III.3.2.1.9.	Describe characteristics of good leadership and fair decision-making and how those affect others (e.g., line leader). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	2.III.3.2.1.10.	Explain that people have rights and needs (e.g. fairness). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	2.III.3.2.1.11.	Identify how the groups to which a person belongs (family, friends, team, community) influence how she/he thinks and acts. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live



GRADE LEVEL EXPECTATION	2.III.3.2.1.12.	<p>Define own rights and needs – and the rights and needs of others – in the classroom, school, and playground (e.g., “I” statements).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live</p>
GRADE LEVEL EXPECTATION	2.III.3.2.1.13.	<p>Give examples of ways they are similar to and different from others (e.g., gender, eye color, skin color, likes and dislikes).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live</p>
GRADE LEVEL EXPECTATION	2.III.3.2.1.14.	<p>Identify examples of interdependence among individuals and groups (e.g., family, sports team).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live</p>
GRADE LEVEL EXPECTATION	2.III.3.2.1.15.	<p>Describe feelings and situations that might lead to conflict (e.g., fighting over being first in line).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live</p>
GRADE LEVEL EXPECTATION	2.III.3.2.1.16.	<p>Describe ways that people solve problems.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live</p>
GRADE LEVEL EXPECTATION	2.III.3.2.1.17.	<p>Identify ways in which local institutions promote the common good (e.g., police enforce rules and laws, fire department).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live</p>
STANDARD / STRAND	VT.2.III.3.	LEARNING ABOUT THE WORLD - Social Studies (2 nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.III.3.3.	Physical & Cultural Geography
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.III.3.3.1.	Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures.

GRADE LEVEL EXPECTATION	2.III.3.3.1.1.	<p>Interpret geography by identifying characteristics of a neighborhood or community using resources such as road signs, landmarks, models, maps, photographs and mental mapping.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge</p>
GRADE LEVEL EXPECTATION	2.III.3.3.1.2.	<p>Differentiate between neighborhood, town, and state.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge</p>
GRADE LEVEL EXPECTATION	2.III.3.3.1.3.	<p>Identify the locations of places within the community on a prepared map, and suggest why particular locations are used for certain human activities (e.g., parks, school, shops).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live</p>
GRADE LEVEL EXPECTATION	2.III.3.3.1.4.	<p>Identify a map or globe and use terms related to location, direction, and distance (e.g., up/down, left/right, north, south, east, west).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live</p>
GRADE LEVEL EXPECTATION	2.III.3.3.1.5.	<p>Use a simple map to find something (e.g., locate the teacher's desk on a map of their classrooms).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live</p>
GRADE LEVEL EXPECTATION	2.III.3.3.1.6.	<p>Create a map as a representation of a space (e.g., make a map of the playground, draw a treasure map).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live</p>
GRADE LEVEL EXPECTATION	2.III.3.3.1.7.	<p>Identify and use basic elements of the map (e.g., cardinal directions and key).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live</p>
GRADE LEVEL EXPECTATION	2.III.3.3.1.8.	<p>Using appropriate geographic resources (e.g., aerial photos) to answer geographic questions.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live</p>



GRADE LEVEL EXPECTATION	2.III.3.3.1.9.	Identify ways in which they and people in the community take care of or hurt the environment (e.g., after identifying litter in the local area, discuss why the trash is there and give suggestions about how the problem can be helped). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	2.III.3.3.1.10.	Participate in taking care of the environment (e.g., recycling). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	2.III.3.3.1.11.	Identify ways in which people in their community adapt to their physical environment, and discuss how these adaptations have both positive and negative effects. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	2.III.3.3.1.12.	State reasons why friends and family move (e.g., climate, job opportunities, family ties). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	2.III.3.3.1.13.	Identify ways culture is expressed in their communities, such as celebrations, legends, and traditions. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	2.III.3.3.1.14.	Describe the contributions of various cultural groups to the community. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / STRAND	VT.2.III.3.	LEARNING ABOUT THE WORLD - Social Studies (2 nd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.III.3.4.	History
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.III.3.4.1.	Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.
GRADE LEVEL EXPECTATION	2.III.3.4.1.1.	Connect the past with the present by classifying objects from long ago and today (e.g., sorting pictures or objects into two groups: “long ago” and “today”) <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places



GRADE LEVEL EXPECTATION	2.III.3.4.1.2.	<p>Connect the past with the present by describing ways that school life has both changed and stayed the same over time (e.g., a one-room schoolhouse vs. modern schools).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	2.III.3.4.1.3.	<p>Identify how events and people have shaped their schools or towns (e.g., How does life change when one moves to a different town?).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	2.III.3.4.1.4.	<p>Collect information about the past (e.g., through interviews, photos and artifacts).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	2.III.3.4.1.5.	<p>Differentiate among fact, opinion, and interpretation of classroom situations, stories, and other media.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	2.III.3.4.1.6.	<p>Place events that occurred within the school or community setting in their correct sequence.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	2.III.3.4.1.7.	<p>Construct a time line of events in the history of their own or another family, or of the school or community.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	2.III.3.4.1.8.	<p>Measure calendar time by days, weeks, and months (e.g., How old are you?).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	2.III.3.4.1.9.	<p>Identify an important event in their lives and/or schools, and discuss changes that resulted (e.g., after the new baby arrived, I had to share a bedroom with my sister).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 31 Explores change related to familiar people or places
STANDARD / STRAND	VT.2.III.3.	LEARNING ABOUT THE WORLD - Social Studies (2 nd graders)



ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2.III.3.5.	Economics
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	2.III.3.5.1.	Children describe how people interact economically and the occupations that people do to support themselves and society. They also learn about the economic interdependent relationships among people in our society.
GRADE LEVEL EXPECTATION	2.III.3.5.1.1.	<p>Participate in activities as a buyer or seller (e.g., bake sale, school store), and discuss where goods come from (e.g., clothing, toys, foods).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	2.III.3.5.1.2.	<p>Identify economic activities that use resources in the local region (e.g., maple syrup production, logging).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	2.III.3.5.1.3.	<p>Identify jobs people do in the community, and the value these jobs bring to the community (e.g., road crews help keep people safe while driving).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	2.III.3.5.1.4.	<p>Identify some goods and services that are provided by the local government (e.g., schools, parks, police, fire protection).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	2.III.3.5.1.5.	<p>Describe ways in which people exchange money for goods (e.g., buying lunch or snack).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	2.III.3.5.1.6.	<p>Differentiate between basic needs and wants (e.g., food, clothing, shelter, and affection vs. toys and sweets).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	2.III.3.5.1.7.	<p>Explain why people earn, spend, and save.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 30 Shows basic understanding of people and how they live



Vermont Early Learning Standards

3rd grade, adopted 2015

STANDARD / STRAND	VT.3.I.1.	DEVELOPING SELF - Approaches to Learning (3 rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.I.1.1.	Play and Exploration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.I.1.1.1.	Children engage in play to understand the world around them.
GRADE LEVEL EXPECTATION	3.I.1.1.1.1.	Engage in, negotiate, develop and organize games with rules. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.12 Fluidly alternates between the roles of leader and follower in order to sustain play
GRADE LEVEL EXPECTATION	3.I.1.1.1.2.	Cooperatively play with others in intricate dramatic play scenarios, making own props, engaging in multiple topics, expressing ideas. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.14 Acts out real-life (including social issues) and fanciful scenarios through improvised and planned dramatic play and performances; manages and directs play during student-created dramatizations
GRADE LEVEL EXPECTATION	3.I.1.1.1.3.	Produce and execute reader's theater scripts. <u>GOLD® Objectives for Development and Learning</u> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.14 Acts out real-life (including social issues) and fanciful scenarios through improvised and planned dramatic play and performances; manages and directs play during student-created dramatizations
GRADE LEVEL EXPECTATION	3.I.1.1.1.4.	Resolve conflicts during organized indoor and outdoor play activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.12 Considers multiple viewpoints when solving conflicts

STANDARD / STRAND	VT.3.I.1.	DEVELOPING SELF - Approaches to Learning (3 rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.I.1.2.	Initiative
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.I.1.2.1.	Children show curiosity about the world around them, and take action to interact with it and learn.
GRADE LEVEL EXPECTATION	3.I.1.2.1.1.	<p>Ask increasingly complex questions about a variety of topics of interest.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic</p>
GRADE LEVEL EXPECTATION	3.I.1.2.1.2.	<p>Use basic logic to explore a question.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic</p>
GRADE LEVEL EXPECTATION	3.I.1.2.1.3.	<p>Demonstrate multiple methods for solving problems.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning c. Solves problems <p>Objective 11c.12 Plans, considers various alternatives, and combines skills and strategies needed to solve problems</p>
STANDARD / STRAND	VT.3.I.1.	DEVELOPING SELF - Approaches to Learning (3 rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.I.1.3.	Problem Solving
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.I.1.3.1.	Children display an interest in novel situations, and demonstrate flexibility, creativity and innovation in solving challenging tasks.
GRADE LEVEL EXPECTATION	3.I.1.3.1.1.	<p>Use basic “if, then” logic when thinking about complex information.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking <p>Objective 11e.14 Reverses thoughts mentally; understands directional perspectives other than his or her own</p>



GRADE LEVEL EXPECTATION	3.I.1.3.1.2.	<p>Ask complex questions about an issue or problem.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic</p>
GRADE LEVEL EXPECTATION	3.I.1.3.1.3.	<p>Synthesize information from multiple sources to be applied in a new context.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences b. Makes connections <p>Objective 12b.14 Associates people and events with the past, present, and future; begins to organize and compile information from multiple sources to create a useful document connecting events</p>
STANDARD / STRAND	VT.3.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (3 rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.I.2.1.	Emotions and Self-Regulation
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.I.2.1.1.	Children express a range of emotions, and regulate their emotional and social responses.
GRADE LEVEL EXPECTATION	3.I.2.1.1.1.	<p>Initiate the use of self-calming strategies to cope with uncomfortable emotions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 1 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.12 Demonstrates patience with personal limitations; controls feelings based on how they will affect others</p>
GRADE LEVEL EXPECTATION	3.I.2.1.1.2.	<p>Complete and accurately reflects of role in group work.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.12 Accurately completes self-assessment of role in group work</p>
GRADE LEVEL EXPECTATION	3.I.2.1.1.3.	<p>Consider multiple viewpoints when solving conflicts.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems <p>Objective 3b.12 Considers multiple viewpoints when solving conflicts</p>

GRADE LEVEL EXPECTATION	3.I.2.1.1.4.	Consistently focus attention during non-preferred activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.14 Directs attention based on previous performance and concentrates on activities that require additional study
GRADE LEVEL EXPECTATION	3.I.2.1.1.5.	Concentrate on more complex projects and complete tasks even with a few interruptions. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.14 Directs attention based on previous performance and concentrates on activities that require additional study
GRADE LEVEL EXPECTATION	3.I.2.1.1.6.	Demonstrate patience with personal limitations; controls feelings based on how they affect others. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.12 Demonstrates patience with personal limitations; controls feelings based on how they will affect others
STANDARD / STRAND	VT.3.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (3 rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.I.2.2.	Self-Awareness
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.I.2.2.1.	Children demonstrate awareness of their personal characteristics, skills, and abilities.
GRADE LEVEL EXPECTATION	3.I.2.2.1.1.	Write about themselves in the context of family, culture and environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self
GRADE LEVEL EXPECTATION	3.I.2.2.1.2.	Engage in the sharing of other's viewpoints on a variety of topics. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.10 Respectfully engages adult with a different viewpoint; considers adult's alternative ideas when engaged in discussion

GRADE LEVEL EXPECTATION	3.I.2.2.1.3.	Gain acceptance of peers by checking to ensure that they are in agreement. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.12 Considers multiple viewpoints when solving conflicts
GRADE LEVEL EXPECTATION	3.I.2.2.1.4.	Take responsibility for own wellbeing. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Takes responsibility for own well-being
STANDARD / STRAND	VT.3.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (3 rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.I.2.3.	Relationships with Adults and Peers
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.I.2.3.1.	Children develop healthy positive relationships with adults and peers.
GRADE LEVEL EXPECTATION	3.I.2.3.1.1.	Recognize that social norms and safety considerations guide behavior. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.12 Accurately completes self-assessment of role in group work
GRADE LEVEL EXPECTATION	3.I.2.3.1.2.	Recognize there are differences in skill and ability among peers. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.12 Accurately completes self-assessment of role in group work
GRADE LEVEL EXPECTATION	3.I.2.3.1.3.	Discriminate different points of view among peers and adults. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.12 Considers multiple viewpoints when solving conflicts

GRADE LEVEL EXPECTATION	3.I.2.3.1.4.	Demonstrate respect for personal space and belongings. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.10 Completes cooperative projects with other children
GRADE LEVEL EXPECTATION	3.I.2.3.1.5.	Help themselves and others make socially acceptable choices and responsible decisions. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.10 Completes cooperative projects with other children
GRADE LEVEL EXPECTATION	3.I.2.3.1.6.	Describe appropriate responses to harassment, bullying intimidations and abuse. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.12 Demonstrates an understanding of the “big rule” concepts of safety, kindness, respect, and care for the objects and materials in the environment
GRADE LEVEL EXPECTATION	3.I.2.3.1.7.	Analyze more complex problems to help identify the type of solution needed. <u>GOLD® Objectives for Development and Learning</u> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.12 Considers multiple viewpoints when solving conflicts
GRADE LEVEL EXPECTATION	3.I.2.3.1.8.	Identify friends based on personalities rather than liking the same toys/activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships d. Makes friends Objective 2d.10 Forms friendships based on personal qualities
GRADE LEVEL EXPECTATION	3.I.2.3.1.9.	Alternate between the roles of leader and follower in order to sustain play. <u>GOLD® Objectives for Development and Learning</u> • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.12 Fluidly alternates between the roles of leader and follower in order to sustain play
STANDARD / STRAND	VT.3.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (3rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.I.3.1.	Motor Development and Coordination
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.I.3.1.1.	Children develop strength, coordination, and control of their large or gross muscles.

GRADE LEVEL EXPECTATION	3.I.3.1.1.1.	<p>Solve simple movement challenges in a group, and increasingly more complex challenges.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.12 Coordinates multiple complex movements while traveling</p>
GRADE LEVEL EXPECTATION	3.I.3.1.1.2.	<p>Select an appropriate piece of equipment to be challenged yet successful at a task.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.12 Coordinates multiple complex movements while traveling</p>
GRADE LEVEL EXPECTATION	3.I.3.1.1.3.	<p>Adjust own movement to work successfully with a partner.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.12 Coordinates multiple complex movements while traveling</p>
GRADE LEVEL EXPECTATION	3.I.3.1.1.4.	<p>Identify body parts, their actions when describing a movement (including muscle groups), and an awareness of the relationship of body parts.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.12 Coordinates multiple complex movements while traveling</p>
GRADE LEVEL EXPECTATION	3.I.3.1.1.5.	<p>Demonstrating competency in the mature form of a leap, alternating the leading foot.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.12 Coordinates multiple complex movements while traveling</p>
GRADE LEVEL EXPECTATION	3.I.3.1.1.6.	<p>Solve more complex movement challenges with others, including apply space concepts in simple games and other activities.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 4 Demonstrates traveling skills <p>Objective 4.12 Coordinates multiple complex movements while traveling</p>
GRADE LEVEL EXPECTATION	3.I.3.1.1.7.	<p>Demonstrate balancing with control on a variety of equipment, and an understanding of static and dynamic balance.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 5 Demonstrates balancing skills <p>Objective 5.12 Balances on apparatus with control and stability</p>

GRADE LEVEL EXPECTATION	3.I.3.1.1.8.	Demonstrate an understanding of how the body creates and absorbs force. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.12 Coordinates multiple complex movements while traveling
GRADE LEVEL EXPECTATION	3.I.3.1.1.9.	Demonstrate contrast between fast, medium and slow movement, incorporation of a variety of equipment with rhythmic movements and patterns, and develop a movement sequence that incorporates a change in tempo. <u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.12 Coordinates multiple complex movements while traveling
STANDARD / STRAND	VT.3.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (3rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.I.3.1.	Motor Development and Coordination
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.I.3.1.2.	Children develop strength, eye-hand coordination, and control of their small or fine motor muscles.
GRADE LEVEL EXPECTATION	3.I.3.1.2.1.	Manipulate grade-appropriate tools and intricate materials with control and precision (e.g., cut and handle small pieces of paper to make a mosaic, keyboarding skills). <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.12 Manipulates grade appropriate tools and intricate materials with control and precision
GRADE LEVEL EXPECTATION	3.I.3.1.2.2.	Move writing and drawing tools more quickly and accurately across page. <u>GOLD® Objectives for Development and Learning</u> • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.12 Moves writing or drawing utensils fluidly across the page with increasing speed and accuracy; produces letters and number symbols having accurate formation, size, proportion, slant, and spacing; may use cursive writing
STANDARD / STRAND	VT.3.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (3rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.I.3.2.1.	Children develop healthy eating habits and knowledge of good nutrition.

GRADE LEVEL EXPECTATION	3.I.3.2.1.1.	<p>Choose a variety of healthy foods in appropriate portions.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.12 Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals</p>
GRADE LEVEL EXPECTATION	3.I.3.2.1.2.	<p>Identify and classify foods, including recommended amounts to eat.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.12 Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals</p>
GRADE LEVEL EXPECTATION	3.I.3.2.1.3.	<p>Identify major nutrients supplied by food groups necessary for growth and maintenance of a healthy body and mind.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.12 Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals</p>
STANDARD / STRAND	VT.3.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (3 rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.I.3.2.2.	Children develop personal health and self-care habits, and become increasingly independent.
GRADE LEVEL EXPECTATION	3.I.3.2.2.1.	<p>Define, apply, and assess the four health-related fitness components.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.12 Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals</p>



GRADE LEVEL EXPECTATION	3.I.3.2.2.2.	<p>Identify additional physiological effects of the different levels of exercise.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.12 Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals</p>
GRADE LEVEL EXPECTATION	3.I.3.2.2.3.	<p>Identify a wide range of activities and benefits associated with the four health-related fitness components.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.12 Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals</p>
GRADE LEVEL EXPECTATION	3.I.3.2.2.4.	<p>Identify personal strengths and weaknesses.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.12 Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals</p>
GRADE LEVEL EXPECTATION	3.I.3.2.2.5.	<p>Select a challenging but attainable physical activity goal and continue towards goal by working with a partner when initially unsuccessful.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.12 Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals</p>
GRADE LEVEL EXPECTATION	3.I.3.2.2.6.	<p>Demonstrate a basic understanding of how culture, media, peers, family, and other factors influence healthy behaviors with assistance.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.12 Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals</p>

GRADE LEVEL EXPECTATION	3.I.3.2.2.7.	Demonstrate the ability to set personal goals to enhance health with assistance. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.12 Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals
STANDARD / STRAND	VT.3.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (3 rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.I.3.2.3.	Children develop the ability to identify unsafe situations, and use safe practices.
GRADE LEVEL EXPECTATION	3.I.3.2.3.1.	Practice personal and group safety by applying class rules, procedures, and practices. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.12 Demonstrates an understanding of the “big rule” concepts of safety, kindness, respect, and care for the objects and materials in the environment
GRADE LEVEL EXPECTATION	3.I.3.2.3.2.	Demonstrate responsibility for applying personal and group safety during play. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.12 Demonstrates an understanding of the “big rule” concepts of safety, kindness, respect, and care for the objects and materials in the environment
GRADE LEVEL EXPECTATION	3.I.3.2.3.3.	Practice fair play by using socially appropriate behavior and accepting decisions of the person in charge. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.12 Demonstrates an understanding of the “big rule” concepts of safety, kindness, respect, and care for the objects and materials in the environment
GRADE LEVEL EXPECTATION	3.I.3.2.3.4.	Use appropriate responses to harassment, bullying, intimidation or abuse. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.12 Demonstrates an understanding of the “big rule” concepts of safety, kindness, respect, and care for the objects and materials in the environment
STANDARD / STRAND	VT.3.II.1.	COMMUNICATION and EXPRESSION - Language Development (3 rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.II.1.1.	Speaking & Listening (CCSS)



GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.II.1.1.1.	Children demonstrate an increasing ability to comprehend and participate in collaborative conversations. Their ability to present information and discuss their ideas increases at each grade level.
		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	3.II.1.1.1.1.	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and nonliteral meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)</p>
GRADE LEVEL EXPECTATION	3.II.1.1.1.2.	<p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and nonliteral meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)</p>

GRADE LEVEL EXPECTATION	3.II.1.1.1.3.	<p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and nonliteral meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic</p>
		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.II.1.1.1.4.	<p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.14 Incorporates new grade-appropriate words (acquired through texts and conversations); uses conversational and academic words and phrases; correctly uses abstract nouns</p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.14 Uses appropriate expression and inflection when relaying details about a story, personal experience, or specific topic to an individual or group</p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs d. Tells about another time or place <p>Objective 9d.12 Accurately and thoroughly retells previously heard stories or information</p>
GRADE LEVEL EXPECTATION	3.II.1.1.1.5.	<p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs b. Speaks clearly <p>Objective 9b.14 Uses appropriate expression and inflection when relaying details about a story, personal experience, or specific topic to an individual or group</p>

GRADE LEVEL EXPECTATION	3.II.1.1.6.	<p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English</p>
STANDARD / STRAND	VT.3.II.1.	COMMUNICATION and EXPRESSION - Language Development (3 rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.II.1.2.	Language (CCSS)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.II.1.2.1.	Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language. They gradually acquire a larger & more complex vocabulary and an understanding of word relationships and the nuances in word meanings.
		Conventions of Standard English

<p>GRADE LEVEL EXPECTATION</p>	<p>3.II.1.2.1.1.</p>	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>A) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English</p> <p>B) Form and use regular and irregular plural nouns. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English</p> <p>C) Use abstract nouns (e.g., <i>childhood</i>). <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.14 Incorporates new grade-appropriate words (acquired through texts and conversations); uses conversational and academic words and phrases; correctly uses abstract nouns</p> <p>D) Form and use regular and irregular verbs. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses</p>
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comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English

E) Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.

GOLD® Objectives for Development and Learning

• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar

Objective 9c.14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English

F) Ensure subject-verb and pronoun-antecedent agreement.*

GOLD® Objectives for Development and Learning

• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar

Objective 9c.14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English

G) Form and use comparative and superlative adjectives and adverbs.

GOLD® Objectives for Development and Learning

• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar

Objective 9c.14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English

H) Use coordinating and subordinating conjunctions.

GOLD® Objectives for Development and Learning

• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar

Objective 9c.14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives,

		<p>and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English</p> <p>I) Produce simple, compound, and complex sentences. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English</p>
GRADE LEVEL EXPECTATION	3.II.1.2.1.2.	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills c. Writes using conventions Objective 19c.8 Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft</p>
		Knowledge of Language
GRADE LEVEL EXPECTATION	3.II.1.2.1.3.	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A) Choose words and phrases for effect. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.14 Incorporates new grade-appropriate words (acquired through texts and conversations); uses conversational and academic words and phrases; correctly uses abstract nouns</p> <p>B) Recognize and observe differences between the conventions of spoken and written Standard English. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.14 Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives,</p>



		and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English
		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	3.II.1.2.1.4.	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>A) Use sentence-level context as a clue to the meaning of a word or phrase. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)</p> <p>B) Determine the meaning of the new word formed when a known affix is added to a known word. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)</p> <p>C) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)</p> <p>D) Use glossaries or beginning dictionaries, to determine or clarify the precise meaning of key words. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.14 Uses text features and search tools (keywords, sidebars, hyperlinks) proficiently to locate information related to a specific topic; explains parts of stories, poems, and dramatic plays (chapter, verse, scene, act, etc.) and how they work together</p>



<p>GRADE LEVEL EXPECTATION</p>	<p>3.II.1.2.1.5.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>E) Use sentence-level context as a clue to the meaning of a word or phrase. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)</p> <p>F) Determine the meaning of the new word formed when a known affix is added to a known word. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)</p> <p>G) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)</p> <p>H) Use glossaries or beginning dictionaries, to determine or clarify the precise meaning of key words. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.14 Uses text features and search tools (keywords, sidebars, hyperlinks) proficiently to locate information related to a specific topic; explains parts of stories, poems, and dramatic plays (chapter, verse, scene, act, etc.) and how they work together</p>
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GRADE LEVEL EXPECTATION	3.II.1.2.1.6.	<p>Demonstrate understanding of word relationships and nuances.</p> <p>A) Distinguish the literal and nonliteral meanings of words and phrases. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and nonliteral meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)</p> <p>B) Identify real-life connections between words and their use. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and nonliteral meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)</p> <p>C) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. <u>GOLD® Objectives for Development and Learning</u> • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.14 Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and nonliteral meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., might, must, will)</p>
GRADE LEVEL EXPECTATION	3.II.1.2.1.7.	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.14 Incorporates new grade-appropriate words (acquired through texts and conversations); uses conversational and academic words and phrases; correctly uses abstract nouns</p>
STANDARD / STRAND	VT.3.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (3 rd graders)



ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Phonics and Word Recognition
EXPECTATION	3.II.2.1.1.3.	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A) Identify and know the meaning of the most common prefixes and derivational suffixes. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.10 Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions</p> <p>B) Decode words with common Latin suffixes. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.10 Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions</p> <p>C) Decode multi-syllable words. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition d. Applies phonics concepts and knowledge of word structure to decode text Objective 15d.10 Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions</p> <p>D) Read grade-appropriate irregularly spelled words. <u>GOLD® Objectives for Development and Learning</u> Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound Objective 15c.14 Reads grade-appropriate irregularly spelled words</p>
STANDARD / STRAND	VT.3.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (3 rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Fluency

EXPECTATION	3.II.2.1.1.4.	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>A) Read grade-level text with purpose and understanding. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.8 Fluently reads and comprehends third-grade-level texts</p> <p>B) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.8 Fluently reads and comprehends third-grade-level texts</p> <p>C) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts Objective 18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)</p>
STANDARD / STRAND	VT.3.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (3 rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.II.2.2a.	Reading: Reading Literature
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.II.2.2a.1.	Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of <i>literature</i> , the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.
		Key Ideas and Details
GRADE LEVEL EXPECTATION	3.II.2.2a.1.1.	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>



GRADE LEVEL EXPECTATION	3.II.2.2a.1.2.	<p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <p>Objective 18c.14 Summarizes the major points, central message, and underlying themes in grade-appropriate literature and informational texts; indicates how key points support the central idea</p>
GRADE LEVEL EXPECTATION	3.II.2.2a.1.3.	<p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>
		Craft and Structure
GRADE LEVEL EXPECTATION	3.II.2.2a.1.4.	<p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>Objective 18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)</p>
GRADE LEVEL EXPECTATION	3.II.2.2a.1.5.	<p>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i>, <i>scene</i>, and <i>stanza</i>; describe how each successive part builds on earlier sections.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.14 Uses text features and search tools (keywords, sidebars, hyperlinks) proficiently to locate information related to a specific topic; explains parts of stories, poems, and dramatic plays (chapter, verse, scene, act, etc.) and how they work together</p>

GRADE LEVEL EXPECTATION	3.II.2.2a.1.6.	<p>Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>
		Integration of Knowledge & Ideas
GRADE LEVEL EXPECTATION	3.II.2.2a.1.7.	<p>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>
GRADE LEVEL EXPECTATION	3.II.2.2a.1.8.	<p>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>
		Range of Reading & Level of Text Complexity
GRADE LEVEL EXPECTATION	3.II.2.2a.1.9.	<p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently <p>Objective 18e.8 Fluently reads and comprehends third-grade-level texts</p>
STANDARD / STRAND	VT.3.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (3 rd graders)

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.II.2.3.	Reading Informational Text
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.II.2.3.1.	Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of <i>informational texts</i> , the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.
		Key Ideas & Details
GRADE LEVEL EXPECTATION	3.II.2.3.1.1.	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>
GRADE LEVEL EXPECTATION	3.II.2.3.1.2.	<p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts <p>Objective 18c.14 Summarizes the major points, central message, and underlying themes in grade-appropriate literature and informational texts; indicates how key points support the central idea</p>
GRADE LEVEL EXPECTATION	3.II.2.3.1.3.	<p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>
		Craft and Structure



GRADE LEVEL EXPECTATION	3.II.2.3.1.4.	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective Comprehends and responds to books and other texts d. Uses context clues to read and comprehend texts <p>Objective 18d.8 Uses various strategies to make meaning when reading third grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)</p>
GRADE LEVEL EXPECTATION	3.II.2.3.1.5.	<p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts <p>Objective 17a.14 Uses text features and search tools (keywords, sidebars, hyperlinks) proficiently to locate information related to a specific topic; explains parts of stories, poems, and dramatic plays (chapter, verse, scene, act, etc.) and how they work together</p>
GRADE LEVEL EXPECTATION	3.II.2.3.1.6.	<p>Distinguish their own point of view from that of the author of a text.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>
		Integration of Knowledge & Ideas
GRADE LEVEL EXPECTATION	3.II.2.3.1.7.	<p>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections <p>Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p>

GRADE LEVEL EXPECTATION	3.II.2.3.1.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text
GRADE LEVEL EXPECTATION	3.II.2.3.1.9.	Compare and contrast the most important points and key details presented in two texts on the same topic. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.14 Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text
		Range of Reading & Level of Text Complexity
GRADE LEVEL EXPECTATION	3.II.2.3.1.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. <u>GOLD® Objectives for Development and Learning</u> • Objective 18 Comprehends and responds to books and other texts e. Reads fluently Objective 18e.8 Fluently reads and comprehends third-grade-level texts
STANDARD / STRAND	VT.3.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (3rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.II.2.3.	Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.II.2.3.1.	Children demonstrate their increasing ability to write various types of text for different purposes, organize their writing around a topic, participate and eventually conduct research to gather information to use in their writing about a topic.
		Text Types and Purposes

GRADE LEVEL EXPECTATION	3.II.2.3.1.1.	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>A) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p> <p>B) Provide reasons that support the opinion. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p> <p>C) Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p> <p>D) Provide a concluding statement or section. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>
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<p>GRADE LEVEL EXPECTATION</p>	<p>3.II.2.3.1.2.</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p> <p>B) Develop the topic with facts, definitions, and details. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p> <p>C) Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p> <p>D) Provide a concluding statement or section. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>
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GRADE LEVEL EXPECTATION	3.II.2.3.1.3.	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p> <p>B) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p> <p>C) Use temporal words and phrases to signal event order. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p> <p>D) Provide a sense of closure. <u>GOLD® Objectives for Development and Learning</u> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>
		Production and Distribution of Writing



GRADE LEVEL EXPECTATION	3.II.2.3.1.4.	<p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Standards 1–3 above.).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>
GRADE LEVEL EXPECTATION	3.II.2.3.1.5.	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>
GRADE LEVEL EXPECTATION	3.II.2.3.1.6.	<p>With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 28 Uses tools and other technology to perform tasks
		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	3.II.2.3.1.7.	<p>Conduct short research projects that build knowledge about a topic.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic</p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>



GRADE LEVEL EXPECTATION	3.II.2.3.1.8.	<p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 12 Remembers and connects experiences b. Makes connections <p>Objective 12b.14 Associates people and events with the past, present, and future; begins to organize and compile information from multiple sources to create a useful document connecting events</p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>
		Range of Writing
GRADE LEVEL EXPECTATION	3.II.2.3.1.9.	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information <p>Objective 19b.18 Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>
STANDARD / STRAND	VT.3.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (3rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.II.3.1.	Visual Art
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.II.3.1.1.	<p>Children create art using a variety of tools and art media to express their ideas, feelings, creativity, and develop appreciation of the art created by others.</p> <p>Skill Development</p>
GRADE LEVEL EXPECTATION	3.II.3.1.1.1.	<p>Create art by demonstrating techniques and process in 2D work.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	3.II.3.1.1.2.	<p>Use various art tools and materials for specific purposes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 33 Explores the visual arts

GRADE LEVEL EXPECTATION	3.II.3.1.1.3.	Use elements of 2D and 3D design. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	3.II.3.1.1.4.	Experiment with media and materials to convey feelings or ideas. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	3.II.3.1.1.5.	Identify and use elements and principles of design (e.g., space, organic shapes). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	3.II.3.1.1.6.	Identify and use art concepts and vocabulary appropriate to different media, genre, and techniques (e.g., watercolor, still life, symmetry). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	3.II.3.1.1.7.	Compare motivations and purposes for making art in different times and places. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
		Reflection and Critique
GRADE LEVEL EXPECTATION	3.II.3.1.1.8.	Describe art using specific vocabulary (e.g., warm and cool colors, foreground). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	3.II.3.1.1.9.	Explain qualities that may evoke emotion and meaning. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	3.II.3.1.1.10.	Compare and contrast works of art including one's own work. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	3.II.3.1.1.11.	Critique by asking questions and suggesting changes. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
		Making Connections



GRADE LEVEL EXPECTATION	3.II.3.1.1.12.	Connect act to disciplines by demonstrating relationships of different elements. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	3.II.3.1.1.13.	Identify the roles of the arts and artists in the community. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	3.II.3.1.1.14.	Create art based on a culture. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
		Approach to Work (i.e., Visual Arts)
GRADE LEVEL EXPECTATION	3.II.3.1.1.15.	Generate and try out a variety of strategies to address challenges creating art. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
GRADE LEVEL EXPECTATION	3.II.3.1.1.16.	Demonstrate willingness to participate and see it to completion. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD / STRAND	VT.3.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (3 rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.II.3.2.	Music
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.II.3.2.1.	Children engage in making and listening to music as a vehicle for expression and learning.
		Skill Development
GRADE LEVEL EXPECTATION	3.II.3.2.1.1.	Create music by improvising simple rhythmic accompaniments, short instrumental pieces and songs. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	3.II.3.2.1.2.	Compose and arrange with a variety of sound sources (e.g., electronic sounds). <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression

GRADE LEVEL EXPECTATION	3.II.3.2.1.3.	Sing alone and with others, on pitch, in rhythm, maintaining steady beat. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	3.II.3.2.1.4.	Play musical instruments alone and with others on pitch, in rhythm. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	3.II.3.2.1.5.	Use music concepts and vocabulary by moving, drawing, singing or playing instruments in response to types of music (e.g., pitch, tempo, form). <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	3.II.3.2.1.6.	Read and do notation on familiar and unfamiliar patters. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
		Reflection and Critique
GRADE LEVEL EXPECTATION	3.II.3.2.1.7.	Describe music using specific vocabulary (e.g., tempo, dynamics). <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	3.II.3.2.1.8.	Interpret music by explaining qualities that may evoke emotion and meaning. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	3.II.3.2.1.9.	Compare and contrast music including own pieces. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	3.II.3.2.1.10.	Critique using specific evidence. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	3.II.3.2.1.11.	Suggest changes and respond to suggested changes that are effective. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
		Making Connections



GRADE LEVEL EXPECTATION	3.II.3.2.1.12.	Identify roles of music and musicians in community. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	3.II.3.2.1.13.	Create or perform music based on a culture. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
GRADE LEVEL EXPECTATION	3.II.3.2.1.14.	Describe how music has a relationship to time and place (e.g, spirituals). <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
		Approach to Work (i.e., Music)
GRADE LEVEL EXPECTATION	3.II.3.2.1.15.	Generate and try out strategies to solve music problems they encounter. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STANDARD / STRAND	VT.3.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (3 rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.II.3.3.	Theatre (Dramatic Play)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.II.3.3.1.	Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.
		Skill Development
GRADE LEVEL EXPECTATION	3.II.3.3.1.1.	Create theatre by demonstrating a character based on literature. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	3.II.3.3.1.2.	Design props, costumes and stage pieces based on literature. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	3.II.3.3.1.3.	Develop a character within a script. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	3.II.3.3.1.4.	Repeat for an audience something already created. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language



GRADE LEVEL EXPECTATION	3.II.3.3.1.5.	<p>Speak with clarity before an audience.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	3.II.3.3.1.6.	<p>Present a classroom or public announcement.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	3.II.3.3.1.7.	<p>Demonstrate theatre concepts and vocabulary by: improvising a character with a prop; reading a part in a script; accepting a cue, demonstrating blocking.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 36 Explores drama through actions and language
		Reflection and Critique
GRADE LEVEL EXPECTATION	3.II.3.3.1.8.	<p>Use theatre specific vocabulary (e.g., stage left/stage right).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	3.II.3.3.1.9.	<p>Explain qualities that may evoke emotions.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	3.II.3.3.1.10.	<p>Relate interpretations of theatre to personal experiences, observations.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	3.II.3.3.1.11.	<p>Critique by making affirming statements with specific evidence.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 36 Explores drama through actions and language
GRADE LEVEL EXPECTATION	3.II.3.3.1.12.	<p>As questions about own and others' work in theatre/dramatic play and suggest changes.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 36 Explores drama through actions and language
		Making Connections
GRADE LEVEL EXPECTATION	3.II.3.3.1.13.	<p>Identify the role of the arts in community and everyday environment.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 36 Explores drama through actions and language



GRADE LEVEL EXPECTATION	3.II.3.3.1.14.	Create or perform theatre based on a culture. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
		Approach to Work (i.e., Theatre)
GRADE LEVEL EXPECTATION	3.II.3.3.1.15.	Generate and try variety of strategies to solve challenges encountered in creating/performing. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
STANDARD / STRAND	VT.3.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (3 rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.II.3.4.	Dance
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.II.3.4.1.	Children use movement to creatively express their ideas and feelings, and to learn.
		Skill Development
GRADE LEVEL EXPECTATION	3.II.3.4.1.1.	Solve increasingly complex movement challenges involving several movement concepts. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	3.II.3.4.1.2.	Use movement to express complex ideas and narrative. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	3.II.3.4.1.3.	Use improvisation to discover and invent movement sequences. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	3.II.3.4.1.4.	Produce a two part sequence of nonlocomotor and locomotor movements. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
		Reflection and Critique
GRADE LEVEL EXPECTATION	3.II.3.4.1.5.	Use dance specific vocabulary (e.g., gradual/sudden, pathways). <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts



GRADE LEVEL EXPECTATION	3.II.3.4.1.6.	Explain qualities of dance that may evoke emotion and meaning. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	3.II.3.4.1.7.	Discuss varied interpretations of dance using observation or personal experiences. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	3.II.3.4.1.8.	Critique using affirmative statements with specific evidence. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	3.II.3.4.1.9.	Critique own dance and that of others and suggest changes. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
		Making Connections
GRADE LEVEL EXPECTATION	3.II.3.4.1.10.	Demonstrate the relationship of similar elements of dance (e.g., form, rhythm). <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
GRADE LEVEL EXPECTATION	3.II.3.4.1.11.	Create or perform art based on a culture. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
		Approach to Work (i.e., Dance)
GRADE LEVEL EXPECTATION	3.II.3.4.1.12.	Generate and try out various strategies/techniques to address challenges. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STANDARD / STRAND	VT.3.III.1.	LEARNING ABOUT THE WORLD – Mathematics (3rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.III.1.2a.	Number Relationships and Operations: Operations and Algebraic Thinking
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.III.1.2a.1.	Children develop and use concepts, properties, and representations of number that extend to other number systems, to measures, and to algebra.
		Represent and solve problems involving multiplication and division.

GRADE LEVEL EXPECTATION	3.III.1.2a.1.1.	<p>Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each <i>[more]</i>.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <p>Objective 20e.8 Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</p>
GRADE LEVEL EXPECTATION	3.III.1.2a.1.2.	<p>Interpret whole-number quotients of whole numbers (e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each) <i>[more]</i>.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <p>Objective 20e.8 Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</p>
GRADE LEVEL EXPECTATION	3.III.1.2a.1.3.	<p>Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <p>Objective 20e.8 Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</p>

GRADE LEVEL EXPECTATION	3.III.1.2a.1.4.	<p>Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <p>Objective 20e.8 Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</p>
		Understand properties of multiplication and the relationship between multiplication and division.
GRADE LEVEL EXPECTATION	3.III.1.2a.1.5.	<p>Apply properties of operations as strategies to multiply and divide <i>[more]</i>.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <p>Objective 20e.8 Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</p>
GRADE LEVEL EXPECTATION	3.III.1.2a.1.6.	<p>Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships <p>Objective 20e.8 Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</p>
		Multiply and divide within 100.

GRADE LEVEL EXPECTATION	3.III.1.2a.1.7.	<p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division <i>[more]</i>. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations Objective 20f.8 Adds and subtracts whole numbers fluently within 1,000; multiplies and divides whole numbers fluently within 100 using previously learned mental strategies, the relationships between addition/subtraction and multiplication/division, and algorithms based on place value; identifies the products of all one-digit numbers from memory</p>
		Solve problems involving the four operations, and identify and explain patterns in arithmetic.
GRADE LEVEL EXPECTATION	3.III.1.2a.1.8.	<p>Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations e. Applies properties of mathematical operations and relationships Objective 20e.8 Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</p>
GRADE LEVEL EXPECTATION	3.III.1.2a.1.9.	<p>Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.14 Recognizes arithmetic patterns and explains them using properties of operations</p>
STANDARD / STRAND	VT.3.III.1.	LEARNING ABOUT THE WORLD – Mathematics (3 rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.III.1.2a.	Number Relationships and Operations: Numbers and Operations in Base Ten
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.III.1.2a.1.	Children develop an understanding of the base-ten system and use place-value notation.
		Use place value understanding and properties of operations to perform multi-digit arithmetic.

GRADE LEVEL EXPECTATION	3.III.1.2a.1.1.	<p>Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.8 Uses place-value understanding to represent and write four-digit numbers; multiplies one-digit whole numbers by 10s (10–90); rounds three-digit whole numbers to the nearest ten or hundred</p>
GRADE LEVEL EXPECTATION	3.III.1.2a.1.2.	<p>Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations f. Applies number combinations and mental number strategies in mathematical operations Objective 20f.8 Adds and subtracts whole numbers fluently within 1,000; multiplies and divides whole numbers fluently within 100 using previously learned mental strategies, the relationships between addition/subtraction and multiplication/division, and algorithms based on place value; identifies the products of all one-digit numbers from memory</p>
GRADE LEVEL EXPECTATION	3.III.1.2a.1.3.	<p>Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations d. Understands and uses place value and base ten Objective 20d.8 Uses place-value understanding to represent and write four-digit numbers; multiplies one-digit whole numbers by 10s (10–90); rounds three-digit whole numbers to the nearest ten or hundred</p>
STANDARD / STRAND	VT.3.III.1.	LEARNING ABOUT THE WORLD – Mathematics (3 rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.III.1.2a.	Number Relationships and Operations: Numbers and Operations in Base Ten - Fractions
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.III.1.2a.1.	Children understand fractions as numbers, and use that knowledge to compare fractions and explain the equivalence of fractions.
		Develop understanding of fractions as numbers.

GRADE LEVEL EXPECTATION	3.III.1.2a.1.1.	<p>Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines</p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>Objective 20c.14 Represents fractional quantities as parts of a whole ($a/2$, $a/3$, $a/4$, $a/6$, $a/8$); uses relation symbols ($<$, $>$, $=$) to show fractional comparisons</p>
GRADE LEVEL EXPECTATION	3.III.1.2a.1.2.	<p>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>A) Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines</p> <p>B) Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines</p>
GRADE LEVEL EXPECTATION	3.III.1.2a.1.3.	<p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>A) Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies <p>Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines</p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities <p>Objective 20c.14 Represents fractional quantities as parts of a whole ($a/2$, $a/3$, $a/4$, $a/6$, $a/8$); uses relation symbols ($<$, $>$, $=$) to show fractional comparisons</p>

		<p>B) Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent (e.g., by using a visual fraction model). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines</p> <p>C) Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.14 Represents fractional quantities as parts of a whole ($a/2$, $a/3$, $a/4$, $a/6$, $a/8$); uses relation symbols ($<$, $>$, $=$) to show fractional comparisons</p> <p>D) Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions (e.g., by using a visual fraction model). <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.14 Compares fractions and explains them using physical models, pictorial representations, and number lines • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.14 Represents fractional quantities as parts of a whole ($a/2$, $a/3$, $a/4$, $a/6$, $a/8$); uses relation symbols ($<$, $>$, $=$) to show fractional comparisons</p>
STANDARD / STRAND	VT.3.III.1.	LEARNING ABOUT THE WORLD – Mathematics (3rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.III.1.3a.	Measurement, Classification and Data: Measurement and Data
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.III.1.3a.1.	Children compare and classify objects according to their attributes, use Standard and non-Standard units of measure, tell time and work with units of money. They develop the ability to represent and interpret data, and use operations to solve problems related to measurement including geometric measurement.
		Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

GRADE LEVEL EXPECTATION	3.III.1.3a.1.1.	<p>Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures b. Measures time and money Objective 22b.12 Solves one-step word problems related to time to the nearest minute</p>
GRADE LEVEL EXPECTATION	3.III.1.3a.1.2.	<p>Measure and estimate liquid volumes and masses of objects using Standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units (e.g., by using drawings such as a beaker with a measurement scale) to represent the problem.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter</p>
		Represent and interpret data.
GRADE LEVEL EXPECTATION	3.III.1.3a.1.3.	<p>Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures c. Represents and analyzes data Objective 22c.10 Reads and creates scaled picture or bar graphs where each picture/bar represents more than one data point; uses the graph to ask and answer questions</p>
GRADE LEVEL EXPECTATION	3.III.1.3a.1.4.	<p>Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter</p>
		Geometric measurement: understand concepts of area and relate area to multiplication and to addition.



GRADE LEVEL EXPECTATION	3.III.1.3a.1.5.	<p>Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter</p>
GRADE LEVEL EXPECTATION	3.III.1.3a.1.6.	<p>Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter</p>
GRADE LEVEL EXPECTATION	3.III.1.3a.1.7.	<p>Relate area to the operations of multiplication and addition.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter</p>
		Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measurements.
GRADE LEVEL EXPECTATION	3.III.1.3a.1.8.	<p>Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 22 Compares and measures a. Measures objects Objective 22a.14 Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter</p>
STANDARD / STRAND	VT.3.III.1.	LEARNING ABOUT THE WORLD – Mathematics (3 rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.III.1.4a.	Geometry and Spatial Reasoning: Geometry
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.III.1.4a.1.	Children recognize, describe and characterize shapes by their components and properties, compose and decompose geometric shapes, and discuss spatial structures and relations.
		Reason with shapes and their attributes.

GRADE LEVEL EXPECTATION	3.III.1.4a.1.1.	<p>Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.14 Classifies known shapes into higher and subordinate categories; provides rationale for classifications; divides shapes into parts with equal areas and expresses the parts as unit fractions</p>
GRADE LEVEL EXPECTATION	3.III.1.4a.1.2.	<p>Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes <p>Objective 21b.14 Classifies known shapes into higher and subordinate categories; provides rationale for classifications; divides shapes into parts with equal areas and expresses the parts as unit fractions</p>
STANDARD / STRAND	VT.3.III.2.	LEARNING ABOUT THE WORLD – Science (3 rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.III.2.1.	Physical Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.III.2.1.1.	Children construct concepts of the properties of matter, sound, motion and energy through exploration and investigations.
		Motion and Stability: Forces and Interactions
GRADE LEVEL EXPECTATION	3.III.2.1.1.1.	<p>Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	3.III.2.1.1.2.	<p>Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials



GRADE LEVEL EXPECTATION	3.III.2.1.1.3.	Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	3.III.2.1.1.4.	Define a simple design problem that can be solved by applying scientific ideas about magnets. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STANDARD / STRAND	VT.3.III.2.	LEARNING ABOUT THE WORLD – Science (3 rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.III.2.2.	Life Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.III.2.2.1.	Children construct concepts about the characteristics of living organisms, their biology and ecosystems through exploration and investigations.
		From molecules to Organisms: Structures and Processes
GRADE LEVEL EXPECTATION	3.III.2.2.1.1.	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
		Ecosystems: Interactions, Energy, and Dynamics
GRADE LEVEL EXPECTATION	3.III.2.2.1.2.	Construct an argument that some animals form groups that help members survive. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
		Heredity: Inheritance and Variation of Traits
GRADE LEVEL EXPECTATION	3.III.2.2.1.3.	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	3.III.2.2.1.4.	Use evidence to support the explanation that traits can be influenced by the environment. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things



		Biological Evolution: Unity and Diversity
GRADE LEVEL EXPECTATION	3.III.2.2.1.5.	Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	3.III.2.2.1.6.	Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	3.III.2.2.1.7.	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
GRADE LEVEL EXPECTATION	3.III.2.2.1.8.	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. <u>GOLD® Objectives for Development and Learning</u> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD / STRAND	VT.3.III.2.	LEARNING ABOUT THE WORLD – Science (3rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.III.2.3.	Earth and Space Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.III.2.3.1.	Children construct concepts about Earth's systems, the impacts of human activity on these systems, and Earth's place in the universe through observations, exploration, and investigations.
		Earth's Systems
GRADE LEVEL EXPECTATION	3.III.2.3.1.1.	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	3.III.2.3.1.2.	Obtain and combine information to describe climates in different regions of the world. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
		Earth and Human Activity



GRADE LEVEL EXPECTATION	3.III.2.3.1.3.	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD / STRAND	VT.3.III.2.	LEARNING ABOUT THE WORLD – Science (3 rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.III.2.4.	Engineering Design
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.III.2.4.1.	Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.
GRADE LEVEL EXPECTATION	3.III.2.4.1.1.	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	3.III.2.4.1.2.	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
GRADE LEVEL EXPECTATION	3.III.2.4.1.3.	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STANDARD / STRAND	VT.3.III.3.	LEARNING ABOUT THE WORLD - Social Studies (3 rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.III.3.1.	Inquiry
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.III.3.1.1.	Children make sense of the world around them by actively gathering and interpreting information.
GRADE LEVEL EXPECTATION	3.III.3.1.1.1.	Initiate an inquiry by asking relevant and focusing questions based on what they have seen, what they have read, what they have listened to, and/or what they have researched. <u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation



		Objective 11d.14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic
GRADE LEVEL EXPECTATION	3.III.3.1.1.2.	<p>Develop a hypothesis, thesis, or research statement by using prior knowledge to predict results.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic</p>
GRADE LEVEL EXPECTATION	3.III.3.1.1.3.	<p>Design research by identifying resources for finding answers.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic</p>
GRADE LEVEL EXPECTATION	3.III.3.1.1.4.	<p>Identify tasks and how they will be completed.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic</p>
GRADE LEVEL EXPECTATION	3.III.3.1.1.5.	<p>Conduct research by following a plan for an inquiry and locating relevant materials.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic</p>

GRADE LEVEL EXPECTATION	3.III.3.1.1.6.	<p>Describe evidence, methods, and sources of information.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic</p>
GRADE LEVEL EXPECTATION	3.III.3.1.1.7.	<p>Develop reasonable explanations that support the research statement.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic</p>
GRADE LEVEL EXPECTATION	3.III.3.1.1.8.	<p>Organize and display information in a manner appropriate to the research statement.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic</p>
GRADE LEVEL EXPECTATION	3.III.3.1.1.9.	<p>Use appropriate methods for interpreting information such as comparing and contrasting.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic</p>
GRADE LEVEL EXPECTATION	3.III.3.1.1.10.	<p>Make connections to research by explaining findings to the research question.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic</p>



GRADE LEVEL EXPECTATION	3.III.3.1.1.11.	<p>Communicate findings orally, in writing, or a visual presentation.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.14 Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic</p>
STANDARD / STRAND	VT.3.III.3.	LEARNING ABOUT THE WORLD - Social Studies (3 rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.III.3.2.	Family and Community; Civics, Government & Society
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.III.3.2.1.	Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.
GRADE LEVEL EXPECTATION	3.III.3.2.1.1.	<p>Identify the rights and responsibilities of citizenship in a school and local community.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live</p>
GRADE LEVEL EXPECTATION	3.III.3.2.1.2.	<p>Demonstrate positive interaction with group members Identify problems, then plan and implement solutions in the classroom, school or community.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live</p>
GRADE LEVEL EXPECTATION	3.III.3.2.1.3.	<p>Explain own point of view on issues that affect themselves and society.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self</p>
GRADE LEVEL EXPECTATION	3.III.3.2.1.4.	<p>Demonstrate the role of individuals in the election processes (e.g., voting in class or mock elections).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live</p>
GRADE LEVEL EXPECTATION	3.III.3.2.1.5.	<p>Describe the roots of American culture, its development and many traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live</p>

GRADE LEVEL EXPECTATION	3.III.3.2.1.6.	Participating in setting, following and changing the rules of the group and school. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	3.III.3.2.1.7.	Compare similarities of rules and laws. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	3.III.3.2.1.8.	Locate written rules and laws for school and community. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	3.III.3.2.1.9.	Explain what makes a just rule or law. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	3.III.3.2.1.10.	Describe how characteristics of good leadership and fair decision-making affect others. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	3.III.3.2.1.11.	Explain how a community promotes human rights. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	3.III.3.2.1.12.	Identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	3.III.3.2.1.13.	Define their own rights and needs – and the rights and needs of others – in the classroom, school, and community. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	3.III.3.2.1.14.	Give examples of ways they are similar to and different from others (e.g. gender, race, religion, ethnicity). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live

GRADE LEVEL EXPECTATION	3.III.3.2.1.15.	Cite examples, both past and present, of how diversity has led to change. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	3.III.3.2.1.16.	Identify examples of interdependence among individuals and groups. (e.g., buyers and sellers). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	3.III.3.2.1.17.	Identify behaviors that foster cooperation among individuals. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	3.III.3.2.1.18.	Identify different types of conflict among individuals and groups (e.g., girls and boys, religion, goods). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	3.III.3.2.1.19.	Explain different ways in which conflict has been resolved, and different ways in which conflicts and their resolution have affected people. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / STRAND	VT.3.III.3.	LEARNING ABOUT THE WORLD - Social Studies (3 rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.III.3.3.	Physical & Cultural Geography
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.III.3.3.1.	Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures.
GRADE LEVEL EXPECTATION	3.III.3.3.1.1.	Identify characteristics of surrounding towns and the state of Vermont using various resources. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge

GRADE LEVEL EXPECTATION	3.III.3.3.1.2.	Observe, compare, and analyze patterns of local and state land use (e.g., agriculture, forestry, industry) to understand why particular locations are used for certain human activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	3.III.3.3.1.3.	Locate the physical and political regions of Vermont. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	3.III.3.3.1.4.	Locate countries and major cities in North America. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	3.III.3.3.1.5.	Locate major global physical divisions, such as continents, oceans, cardinal directions, poles, equator, tropics, Arctic and Antarctic Circles, tropical, mid-latitude and polar regions. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	3.III.3.3.1.6.	Create effective geographic representations using appropriate elements [more]. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	3.III.3.3.1.7.	Identify and use basic elements of the map. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	3.III.3.3.1.8.	Use grid systems to locate places on maps and globes. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge
GRADE LEVEL EXPECTATION	3.III.3.3.1.9.	Ask appropriate geographic questions and use geographic resources to answer them. <u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge



GRADE LEVEL EXPECTATION	3.III.3.3.1.10.	Describe how people have changed the environment in Vermont for specific purposes (e.g., farming). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	3.III.3.3.1.11.	Identify and participate in ways they can contribute to preserving natural resources. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth's environment
GRADE LEVEL EXPECTATION	3.III.3.3.1.12.	Describe a community or state environmental issue. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	3.III.3.3.1.13.	Describe how patterns of human activities relate to natural resource distribution. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	3.III.3.3.1.14.	Identify patterns of voluntary and involuntary migration in Vermont. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	3.III.3.3.1.15.	Identify expressions of culture in Vermont and the U.S., such as language, social institutions, beliefs and customs, economic activities, behaviors, food <i>[more]</i> . <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	3.III.3.3.1.16.	Describe the contributions of various cultural groups to Vermont and the U.S. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	3.III.3.3.1.17.	Identify ways in which culture in Vermont has changed. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / STRAND	VT.3.III.3.	LEARNING ABOUT THE WORLD - Social Studies (3 rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.III.3.4.	History
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.III.3.4.1.	Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.



GRADE LEVEL EXPECTATION	3.III.3.4.1.1.	<p>Explain differences between historic and present day objects in Vermont, and identifying how the use of the object and the object itself changed over time.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	3.III.3.4.1.2.	<p>Describe ways that life in the community and Vermont has both changed and stayed the same over time.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	3.III.3.4.1.3.	<p>Examine how events, people, problems and ideas have shaped the community and Vermont.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	3.III.3.4.1.4.	<p>Identify and use various sources for reconstructing the past (e.g., documents, letters, diaries, photos).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	3.III.3.4.1.5.	<p>Differentiate among fact, opinion, and interpretation in various events.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	3.III.3.4.1.6.	<p>Group historical events by broadly defined eras in the history of their local community and state.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	3.III.3.4.1.7.	<p>Construct time lines of significant historical developments in the community and state, identifying the dates at which each occurred.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	3.III.3.4.1.8.	<p>Interpret data presented in time lines.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 31 Explores change related to familiar people or places



GRADE LEVEL EXPECTATION	3.III.3.4.1.9.	Measure calendar time by days, weeks, months, years, decades, and centuries (e.g., How old is your town?). <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	3.III.3.4.1.10.	Make predictions and/or decisions based on an understanding of the past and the present. <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
GRADE LEVEL EXPECTATION	3.III.3.4.1.11.	Identify an important event in their communities and/or Vermont, and describe a cause and an effect of that event (e.g., Excessive rain caused the flood of 1927). <u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places
STANDARD / STRAND	VT.3.III.3.	LEARNING ABOUT THE WORLD - Social Studies (3 rd graders)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3.III.3.5.	Economics
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.III.3.5.1.	Children describe how people interact economically and the occupations that people do to support themselves and society. They also learn about the economic interdependent relationships among people in our society.
GRADE LEVEL EXPECTATION	3.III.3.5.1.1.	Trace the production, distribution, and consumption of goods in Vermont (e.g., after visiting a sugar house, trace the distribution of locally-produced maple syrup). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	3.III.3.5.1.2.	Describe how producers in Vermont have used natural, human, and capital resources to produce goods and services (e.g., describe the natural, human, and capital resources needed to produce maple syrup). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	3.III.3.5.1.3.	Describe the causes and effects of economic activities on the environment in Vermont (e.g., granite industry). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live

GRADE LEVEL EXPECTATION	3.III.3.5.1.4.	Identify goods and services provided by local and state governments (e.g., firefighters, highways, museums). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	3.III.3.5.1.5.	Explain the relationship between taxation and governmental goods and services in Vermont (e.g., town taxes provide for road up keep). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	3.III.3.5.1.6.	Describe and discuss the advantages and disadvantages of using currency vs. bartering in the exchange of goods and services (e.g., an advantage of bartering is that one doesn't need money, a disadvantage is determining fairness). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	3.III.3.5.1.7.	Examine factors that influence supply and demand (e.g., Why is Vermont considering investments in wind energy?). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	3.III.3.5.1.8.	Explain ways people meet their basic needs and wants (e.g., people buy oil because they need heat). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	3.III.3.5.1.9.	Compare prices of goods and services. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
GRADE LEVEL EXPECTATION	3.III.3.5.1.10.	Explain how people save (e.g., by giving up something you want, by saving your allowance, by putting money in the bank). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live

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