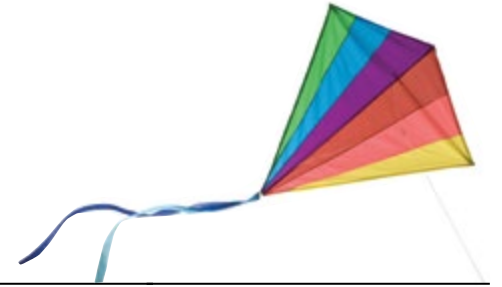


Alignment of



Objectives for Development & Learning



WITH

Teaching Strategies Objectives for Development and Learning (ODL)

aligned to

Utah Core Standards for Early Learning

Standards adopted 2020

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3- and 4-Year-Olds
OBJECTIVE / STRAND		SCIENCE
INDICATOR / CLUSTER	Strand 1:	WEATHER
EXPECTATION / STANDARD	Standard 3–4 yr.1.1.	Obtain and communicate information about local, observable weather conditions while exploring and describing patterns found in different seasons. Emphasize the observation and recognition of data. Examples of data may include sunny, cloudy, windy, rainy, snowy, cold, or warm. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment
EXPECTATION / STANDARD	Standard 3–4 yr.1.2.	Obtain and communicate information about human behavior patterns in different weather conditions. Emphasize the observation and recognition of data. Examples of data may include clothing, food, safety, and other preparations for expected weather. <u>GOLD® Objectives for Development and Learning</u> • Objective 27 Demonstrates knowledge of Earth’s environment
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3- and 4-Year-Olds
OBJECTIVE / STRAND		SCIENCE
INDICATOR / CLUSTER	Strand 2:	LIGHT
EXPECTATION / STANDARD	Standard 3–4 yr.2.1.	Plan and carry out an investigation using the five senses to determine the effect of sunlight on different surfaces and materials. Examples could include determining if the effect is hot or cold or a light or dark surface. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials



EXPECTATION / STANDARD	Standard 3–4 yr.2.2.	<p>Carry out an investigation to show the effect of light in illuminating objects. Emphasize that objects can be seen when light is available to illuminate them. Examples could include observations about light when navigating a room with the lights off compared to the lights on.</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
EXPECTATION / STANDARD	Standard 3– 4yr.2.3.	<p>Plan and carry out an investigation to determine the effect of sunlight and water on plant growth. Examples could include growing plants in light or dark places.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3- and 4-Year-Olds
OBJECTIVE / STRAND		SCIENCE
INDICATOR / CLUSTER	Strand 3:	LIVING THINGS
EXPECTATION / STANDARD	Standard 3-4 yr.3.1.	<p>Obtain and communicate information about the effect of water and food on living things. Examples could include plants depend on water to live, and animals depend on water and food to live.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION / STANDARD	Standard 3–4 yr.3.2.	<p>Obtain and communicate information about the pattern between living things and the places where they live. Emphasize that living things need water, air, and resources, and they live in places that have the things they need to survive.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things
EXPECTATION / STANDARD	Standard 3-4 yr.3.3.	<p>Obtain and communicate information about the behavior patterns that help humans and animals survive when they are young. Examples of behavior patterns could include parents responding to needs, providing shelter and sustenance, and ensuring the security of their offspring.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 25 Demonstrates knowledge of the characteristics of living things
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3- and 4-Year-Olds
OBJECTIVE / STRAND		SCIENCE
INDICATOR / CLUSTER	Strand 4:	MATTER AND MOTION

EXPECTATION / STANDARD	Standard 3-4 yr.4.1.	Plan and carry out an investigation to classify different kinds of materials based on patterns in their observable properties. Examples could include sorting materials based on similar properties such as color, hardness, texture, or whether the materials are solids or liquids. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
EXPECTATION / STANDARD	Standard 3-4 yr.4.2.	Plan and carry out an investigation to determine the cause and effect of the speed or direction of an object when a push or pull occurs. Examples could include having a marble or other object move a certain distance, follow a particular path, or knock down other objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 26 Demonstrates knowledge of the physical properties of objects and materials
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 1:	ACADEMIC AND SOCIAL LANGUAGE: SPEAKING AND LISTENING
EXPECTATION / STANDARD	Standard ELA 3 yr.1.1.	Speak in simple sentences to communicate wants and needs. <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.6 Describes and tells the use of many familiar items
EXPECTATION / STANDARD	Standard ELA 3 yr.1.2.	Begin to understand and use nouns, verbs, prepositions, and pronouns. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four- to six-word sentences
EXPECTATION / STANDARD	Standard ELA 3 yr.1.3.	Begin to ask and answer simple questions (for example, who, what, where). <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

EXPECTATION / STANDARD	Standard ELA 3 yr.1.4.	<p>With prompting and support, describe attributes of familiar people, places, things, and events.</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.5 Emerging to 9a.6 Describes and tells the use of many familiar items</p>
EXPECTATION / STANDARD	Standard ELA 3 yr.1.5.	<p>With prompting and support, use and talk about new vocabulary through rich texts, projects, guided conversation, and play.</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.5 Emerging to 9a.6 Describes and tells the use of many familiar items</p>
EXPECTATION / STANDARD	Standard ELA 3 yr.1.6.	<p>With prompting and support, sort objects into categories (for example, shapes, foods) and begin to discuss commonalities and differences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
EXPECTATION / STANDARD	Standard ELA 3 yr.1.7.	<p>With prompting and support, explore opposites (antonyms) (for example, happy/sad, up/down, big/little).</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>
EXPECTATION / STANDARD	Standard ELA 3 yr.1.8.	<p>With prompting and support, engage in conversations with peers and adults.</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.5 Emerging to 10a.6 Engages in conversations of at least three exchanges</p>

EXPECTATION / STANDARD	Standard ELA 3 yr.1.9.	<p>With prompting and support, begin to recognize that there are rules for conversation (for example, listening to others, staying on topic, taking turns speaking).</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.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
EXPECTATION / STANDARD	Standard ELA 3 yr.1.10.	<p>Follow one-step directions to complete a task or routine (for example, “Please find a seat on the rug.” “Please put the ball in the basket.”).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 08 Listens to and understands increasingly complex language b. Follows directions <p>Objective 8b.4 Follows simple requests not accompanied by gestures</p>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 2:	READING
EXPECTATION / STANDARD	Sub-strand:	CONCEPTS OF PRINT
INDICATOR	Standard ELA 3 yr.2.1.	<p>With prompting and support, correctly hold 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.3 Emerging to 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
INDICATOR	Standard ELA 3 yr.2.2.	<p>With prompting and support, participate in activities that explore how print conveys meaning and how the illustrations/photographs relate to the 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 b. Uses print concepts <p>Objective 17b.2 Shows understanding that text is meaningful and can be read</p>
INDICATOR	Standard ELA 3 yr.2.3.	<p>With prompting and support, identify print in everyday life including numbers, alphabet letters, letters in their own name, and environmental print.</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>

INDICATOR	Standard ELA 3 yr.2.4.	With prompting and support, recognize that print is read from top to bottom, left to right, and from front to back. <u>GOLD® Objectives for Development and Learning</u> • Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts Objective 17b.3 Emerging to 17b.4 Indicates where to start reading and the direction to follow
INDICATOR	Standard ELA 3 yr.2.5.	Explore the difference between pictures and 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
INDICATOR	Standard ELA 3 yr.2.6.	Begins in four-year-old standards. No Correlations
INDICATOR	Standard ELA 3 yr.2.7.	Begins in four-year-old standards. No Correlations
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 2:	READING
EXPECTATION / STANDARD	Sub-strand:	PHONOLOGICAL AWARENESS
INDICATOR	Standard ELA 3 yr.2.8.	With prompting and support, explore sounds (phonemes) in spoken language. <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.4 Fills in the missing rhyming word; generates rhyming words spontaneously
INDICATOR	Standard ELA 3 yr.2.9.	With prompting and support, explore rhyming words in familiar songs/books. <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

INDICATOR	Standard ELA 3 yr.2.10.	With prompting and support, explore syllables in simple words (for example, clap children's names). <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
INDICATOR	Standard ELA 3 yr.2.11.	Begins in four-year-old standards. No Correlations
INDICATOR	Standard ELA 3 yr.2.12.	With prompting and support, begin to identify the initial sounds of words. <u>GOLD® Objectives for Development and Learning</u> • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 2:	READING
EXPECTATION / STANDARD	Sub-strand:	WORD RECOGNITION
INDICATOR	Standard ELA 3 yr.2.13.	With prompting and support, explore that words are made up of letters and sounds. <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.1 Emerging to 15d.2 Shows understanding that a specific sequence of letters represents a spoken word
INDICATOR	Standard ELA 3 yr.2.14.	With prompting and support, begin to identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name. <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
INDICATOR	Standard ELA 3 yr.2.15.	Recognize their 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.2 Recognizes and names a few letters in own name

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 2:	READING
EXPECTATION / STANDARD	Sub-strand:	RECALL INFORMATION
INDICATOR	Standard ELA 3 yr.2.16.	Begins in four-year-old standards. No Correlations
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 2:	READING
EXPECTATION / STANDARD	Sub-strand:	COMPREHENSION
INDICATOR	Standard ELA 3 yr.2.17.	With prompting and support, listen attentively to simple texts. <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
INDICATOR	Standard ELA 3 yr.2.18.	With prompting and support, ask and answer simple questions relating to a text, media, or information presented orally. <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
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 3:	WRITING
EXPECTATION / STANDARD	Standard ELA 3 yr.3.1.	With prompting and support, begin to experiment with writing and represent ideas visually (for example, scribble, stamp, glue pictures on paper). <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

EXPECTATION / STANDARD	Standard ELA 3 yr.3.2.	Begins in four-year-old standards. No Correlations
EXPECTATION / STANDARD	Standard ELA 3 yr.3.3.	Begins in four-year-old standards. No Correlations
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		FINE ARTS
INDICATOR / CLUSTER	Strand 1:	DRAMA
EXPECTATION / STANDARD	Standard FA 3 yr.1.1.	With prompting and support, express ideas, information, and feelings through dramatic play. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
EXPECTATION / STANDARD	Standard FA 3 yr.1.2.	With prompting and support, attend to an adult telling stories or nursery rhymes and act out different parts. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
EXPECTATION / STANDARD	Standard FA 3 yr.1.3.	Imitate real-life or pretend roles in play. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
EXPECTATION / STANDARD	Standard FA 3 yr.1.4.	With prompting and support, begin to work independently and cooperatively in dramatic play. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
EXPECTATION / STANDARD	Standard FA 3 yr.1.5.	With prompting and support, attend to and show appreciation for the dramatization of others (for example, clap, high fives, “good job”). <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
EXPECTATION / STANDARD	Standard FA 3 yr.1.6.	With prompting and support, participate in a scene or play with a beginning and end. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds



OBJECTIVE / STRAND		FINE ARTS
INDICATOR / CLUSTER	Strand 2:	DANCE
EXPECTATION / STANDARD	Standard FA 3 yr.2.1.	Move in rhythm with the music. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
EXPECTATION / STANDARD	Standard FA 3 yr.2.2.	Move the body to express feelings and ideas. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
EXPECTATION / STANDARD	Standard FA 3 yr.2.3.	Demonstrate self-regulation through large motor balance, stability, and control in dance within a defined space. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
EXPECTATION / STANDARD	Standard FA 3 yr.2.4.	Find different ways to control movements of the body, arms, and legs to develop coordination and mobility. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
EXPECTATION / STANDARD	Standard FA 3 yr.2.5.	With prompting and support, begin to dance with others while respecting space boundaries and maintaining body control. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		FINE ARTS
INDICATOR / CLUSTER	Strand 3:	MUSIC
EXPECTATION / STANDARD	Standard FA 3 yr.3.1.	With prompting and support, participate in listening to and singing simple songs and fingerplays. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
EXPECTATION / STANDARD	Standard FA 3 yr.3.2.	Explore and experiment with musical instruments. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression

EXPECTATION / STANDARD	Standard FA 3 yr.3.3.	Show awareness and appreciation of different kinds of music. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
EXPECTATION / STANDARD	Standard FA 3 yr.3.4.	With prompting and support, express thoughts, feelings, and energy through music. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
EXPECTATION / STANDARD	Standard FA 3 yr.3.5.	With prompting and support, begin to explore folk songs and singing games from various cultures. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
EXPECTATION / STANDARD	Standard FA 3 yr.3.6.	With prompting and support, begin to identify favorite songs. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		FINE ARTS
INDICATOR / CLUSTER	Strand 4:	VISUAL ARTS
EXPECTATION / STANDARD	Standard FA 3 yr.4.1.	Show interest and create works of art using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
EXPECTATION / STANDARD	Standard FA 3 yr.4.2.	Recognize basic colors (for example, red, yellow, blue, orange, purple and green). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
EXPECTATION / STANDARD	Standard FA 3 yr.4.3.	With prompting and support, explore and identify physical characteristics of the environment including colors, textures, and light. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
EXPECTATION / STANDARD	Standard FA 3 yr.4.4.	With prompting and support, talk with peers and/or adults about the art they created. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts

EXPECTATION / STANDARD	Standard FA 3 yr.4.5.	With prompting and support, select art objects to display, including paintings, photos of block design, sculptures, etc. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		HEALTH EDUCATION
INDICATOR / CLUSTER	Strand 1:	HUMAN DEVELOPMENT
EXPECTATION / STANDARD	Standard HE 3 yr.1.1.	Participate in and develop personal hygiene and care. <u>GOLD® Objectives for Development and Learning</u> • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / STANDARD	Standard HE 3 yr.1.2.	Develop an awareness between appropriate and inappropriate touch. <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 / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		HEALTH EDUCATION
INDICATOR / CLUSTER	Strand 2:	HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF A HEALTHY SELF
EXPECTATION / STANDARD	Standard HE 3 yr.2.1.	With prompting and support, recognize trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe. <u>GOLD® Objectives for Development and Learning</u> • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
EXPECTATION / STANDARD	Standard HE 3 yr.2.2.	Identify and practice how to make friends and be a good friend by calling peers by name and engaging in parallel and associative play. <u>GOLD® Objectives for Development and Learning</u> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups • Objective 02 Establishes and sustains positive relationships d. Makes friends Objective 2d.4 Plays with one or two preferred playmates



EXPECTATION / STANDARD	Standard HE 3 yr.2.3.	<p>With prompting and support, begin to join in, maintain interactions, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.4 Uses successful strategies for entering groups</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 Takes turns</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>
EXPECTATION / STANDARD	Standard HE 3 yr.2.4.	<p>With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).</p> <p><u>No Correlations</u></p>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		HEALTH EDUCATION
INDICATOR / CLUSTER	Strand 3:	MENTAL AND EMOTIONAL HEALTH
EXPECTATION / STANDARD	Standard HE 3 yr.3.1.	<p>With prompting and support, express, identify, and label emotions (for example, happy, sad, angry, afraid) and feelings (for example, thirsty, hungry, hot, cold, tired).</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.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately</p>
EXPECTATION / STANDARD	Standard HE 3 yr.3.2.	<p>With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.4 Comforts self by seeking out special object or person</p>

EXPECTATION / STANDARD	Standard HE 3 yr.3.3.	With prompting and support, begin to develop self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations. <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
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		HEALTH EDUCATION
INDICATOR / CLUSTER	Strand 4:	NUTRITION
EXPECTATION / STANDARD	Standard HE 3 yr.4.1.	Begin to identify the difference between healthy and less healthy 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.6 Demonstrates confidence in meeting own needs
EXPECTATION / STANDARD	Standard HE 3 yr.4.2.	Begin to identify why eating healthy food is important. <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
EXPECTATION / STANDARD	Standard HE 3 yr.4.3.	With prompting and support, try new foods from a variety of 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.6 Demonstrates confidence in meeting own needs
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—APPROACHES TO LEARNING
INDICATOR / CLUSTER	Strand 1:	SELF-REGULATION AND EXECUTIVE FUNCTIONING
EXPECTATION / STANDARD	Standard LLP 3 yr.1.1.	With prompting and support, begin to develop the ability to self-regulate external behaviors (for example, during music and movement, students will learn how to start and stop their own body, notice when they are tired, or need to be active). <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

EXPECTATION / STANDARD	Standard LLP 3 yr.1.2.	<p>With prompting and support, begin to develop the ability to focus attention on key components of an object or task (Attention focusing, for example, follow the sequence of a story or conversation).</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 Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
EXPECTATION / STANDARD	Standard LLP 3 yr.1.3.	<p>With prompting and support, begin to develop strategies for connecting and remembering information (Working memory and information processing, for example, review the pictures on the daily schedule to see what activity comes before recess).</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 Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
EXPECTATION / STANDARD	Standard LLP 3 yr.1.4.	<p>With prompting and support, begin to develop the ability to recognize and show awareness of thinking processes (Reflection, for example, the child explains that she took a deep breath to help herself calm down).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—APPROACHES TO LEARNING
INDICATOR / CLUSTER	Strand 2:	LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)
EXPECTATION / STANDARD	Sub-strand:	INITIATIVE
INDICATOR	Standard LLP 3 yr.2.1.	<p>With prompting and support, begin to express a simple plan and identify steps to accomplish a task or sustain play (for example, children draw or describe what they want to do during play).</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 Objective 11b.5 Emerging to 11b.6 Plans and pursues a variety of appropriately challenging tasks

INDICATOR	Standard LLP 3 yr.2.2.	<p>With prompting and support, develop an increasing ability to explore the immediate environment through observation, manipulation, or asking simple questions (for example, notice, explore, and talk about how plants on the playground change with the seasons).</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>
INDICATOR	Standard LLP 3 yr.2.3.	<p>With prompting and support, develop an increasing ability to connect new information or experiences to previous knowledge (for example, make connections about similarities across home and classroom experiences).</p> <p><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</p>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—APPROACHES TO LEARNING
INDICATOR / CLUSTER	Strand 2:	LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)
EXPECTATION / STANDARD	Sub-strand:	PERSISTENCE
INDICATOR	Standard LLP 3 yr.2.4.	<p>With prompting and support, develop an increasing ability and willingness to engage in a self-selected task through challenges or difficulties (for example, the child continues to work on an age-appropriate puzzle, even when experiencing difficulty manipulating the pieces).</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>
INDICATOR	Standard LLP 3 yr.2.5.	<p>With prompting and support, develop the ability to sustain engagement in active learning small- and large-group activities working alone or cooperatively.</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>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—APPROACHES TO LEARNING
INDICATOR / CLUSTER	Strand 3:	CREATIVITY AND CURIOSITY

EXPECTATION / STANDARD	Standard LLP 3 yr.3.1.	With prompting and support, discover answers and solutions to questions to expand their knowledge and skills. <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
EXPECTATION / STANDARD	Standard LLP 3 yr.3.2.	With prompting and support begin to engage in problem solving strategies (for example, identify cause and effect and first steps needed to solve a problem). <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
EXPECTATION / STANDARD	Standard LLP 3 yr.3.3.	With prompting and support, explore a variety of ways to use materials during play and exploration (for example, a block can be used as a phone in dramatic 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
EXPECTATION / STANDARD	Standard LLP 3 yr.3.4.	With prompting and support, show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach). <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 / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT
INDICATOR / CLUSTER	Strand 4:	SELF-AWARENESS
EXPECTATION / STANDARD	Standard LLP 3 yr.4.1.	Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes). <u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self

EXPECTATION / STANDARD	Standard LLP 3 yr.4.2.	<p>Participate in self-selected or organized activities by exploring learning materials including indoor and outdoor equipment (for example, independent choice of 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.6 Demonstrates confidence in meeting own needs</p>
EXPECTATION / STANDARD	Standard LLP 3 yr.4.3.	<p>Begin to demonstrate awareness of personal boundaries (for example, move when asked to give another child personal space).</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>
EXPECTATION / STANDARD	Standard LLP 3 yr.4.4.	<p>Communicate wants and needs with actions or words.</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>
EXPECTATION / STANDARD	Standard LLP 3 yr.4.5.	<p>Begin to contribute and take pride in the classroom community (for example, participate in classroom jobs).</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>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT
INDICATOR / CLUSTER	Strand 5:	EMOTIONS
EXPECTATION / STANDARD	Standard LLP 3 yr.5.1.	<p>In familiar settings, separate and reunite with parent or caregiver with minimal distress (for example, a child separates from a caregiver without crying).</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>

EXPECTATION / STANDARD	Standard LLP 3 yr.5.2.	<p>Recognize that different feelings are experienced throughout the day.</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>
EXPECTATION / STANDARD	Standard HE 3 yr.3.1.	<p>With prompting and support, express, identify, and label emotions (for example, happy, sad, angry, afraid) and feelings (for example, thirsty, hungry, hot, cold, tired).</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.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately</p>
EXPECTATION / STANDARD	Standard HE 3 yr.3.2.	<p>With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p>
EXPECTATION / STANDARD	Standard HE 3 yr.3.3.	<p>With prompting and support, begin to develop self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.6 Is able to look at a situation differently or delay gratification</p>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT
INDICATOR / CLUSTER	Strand 6:	RELATIONSHIPS
EXPECTATION / STANDARD	Sub-strand:	COMMUNICATION
INDICATOR	Standard LLP 3 yr.6.1.	<p>With prompting and support, begin to respond appropriately to the tone of voice, facial expressions, and gestures of 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 b. Responds to emotional cues <p>Objective 2b.4 Demonstrates concern about the feelings of others</p>

INDICATOR	Standard LLP 3 yr.6.2.	<p>With prompting and support, begin to participate in back and forth conversation with peers or 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 b. Responds to emotional cues <p>Objective 2b.4 Demonstrates concern about the feelings of others</p>
INDICATOR	Standard HE 3 yr.2.2.	<p>Identify and practice how to make friends and be a good friend by calling peers by name and engaging in parallel play.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.4 Uses successful strategies for entering groups</p> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships d. Makes friends <p>Objective 2d.4 Plays with one or two preferred playmates</p>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT
INDICATOR / CLUSTER	Strand 6:	RELATIONSHIPS
EXPECTATION / STANDARD	Sub-strand:	SOCIAL ENGAGEMENT
INDICATOR	Standard LLP 3 yr.6.3.	<p>With prompting and support, show interest in peers with positive nonverbal gestures (for example, a child will smile at or move close to another child).</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.4 Uses successful strategies for entering groups</p>
INDICATOR	Standard LLP 3 yr.6.4.	<p>With prompting and support, show awareness of and respect others' personal space.</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 Takes turns</p>
INDICATOR	Standard LLP 3 yr.6.5.	<p>With prompting and support, begin to play with others while maintaining self-control.</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 Takes turns</p>

INDICATOR	Standard HE 3 yr.2.3.	<p>With prompting and support, begin to join in, maintain interactions, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.4 Uses successful strategies for entering groups</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 Takes turns</p> <ul style="list-style-type: none"> • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems <p>Objective 3b.4 Seeks adult help to resolve social problems</p>
INDICATOR	Standard HE 3 yr.2.4.	<p>With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).</p> <p><u>No Correlations</u></p>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT
INDICATOR / CLUSTER	Strand 6:	RELATIONSHIPS
EXPECTATION / STANDARD	Sub-strand:	CONFLICT RESOLUTION/PROBLEM SOLVING
INDICATOR	Standard LLP 3 yr.6.6.	<p>Develop awareness of appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone's attention appropriately, how to express frustration appropriately, how to seek help from an adult).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems <p>Objective 3b.6 Suggest solutions to social problems</p>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		MATHEMATICS
INDICATOR / CLUSTER	Strand 1:	COUNTING AND CARDINALITY
EXPECTATION / STANDARD	Standard Math 3 yr.1.1.	<p>Count to ten by ones.</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.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p>



EXPECTATION / STANDARD	Standard Math 3 yr.1.2.	Recognize that numbers have a known sequence (for example, “1, 2, 3, 4, 5. What comes next?”). <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
EXPECTATION / STANDARD	Standard Math 3 yr.1.3.	Begin to recognize the difference between letters and numbers. <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
EXPECTATION / STANDARD	Standard Math 3 yr.1.4.	Begin to name written numerals 0–5. <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
EXPECTATION / STANDARD	Standard Math 3 yr.1.5.	Begin to develop an understanding of the relationship between some numbers and quantities by using one-to-one correspondence. <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
EXPECTATION / STANDARD	Standard Math 3 yr.1.6.	Begin to point to and count up to five objects. <u>GOLD® Objectives for Development and Learning</u> • Objective 20 Uses number concepts and operations a. Counts Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object
EXPECTATION / STANDARD	Standard Math 3 yr.1.7.	Begin to respond to the question “How many?”. <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
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		MATHEMATICS

INDICATOR / CLUSTER	Strand 2:	OPERATIONS AND ALGEBRAIC THINKING
EXPECTATION / STANDARD	Standard Math 3 yr.2.1.	Begins in 4-year-old standard. No Correlations
EXPECTATION / STANDARD	Standard Math 3 yr.2.2.	Begins in 4-year-old standard. No Correlations
EXPECTATION / STANDARD	Standard Math 3 yr.2.3.	Begins in 4-year-old standard. No Correlations
EXPECTATION / STANDARD	Standard Math 3 yr.2.4.	Begins in 4-year-old standard. No Correlations
EXPECTATION / STANDARD	Standard Math 3 yr.2.5.	Identify simple patterns in the environment and begin to duplicate and extend simple patterns (for example, ababab). <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.4 Copies simple repeating patterns
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		MATHEMATICS
INDICATOR / CLUSTER	Strand 3:	MEASUREMENT AND DATA
EXPECTATION / STANDARD	Standard Math 3 yr.3.1.	Identify and describe measurable attributes (for example, big, small, tall, short). <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
EXPECTATION / STANDARD	Standard Math 3 yr.3.2.	Begins in 4-year-old standard. No Correlations
EXPECTATION / STANDARD	Standard Math 3 yr.3.3.	Sort objects into given categories including color, size, shape, etc. <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

EXPECTATION / STANDARD	Standard Math 3 yr.3.4.	With prompting and support, compare the number of objects in each category to identify which groups contain more or less, or are the same. <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
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		MATHEMATICS
INDICATOR / CLUSTER	Strand 4:	GEOMETRY
EXPECTATION / STANDARD	Standard Math 3 yr.4.1.	Match, point to, and begin to identify basic shapes by name. <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)
EXPECTATION / STANDARD	Standard Math 3 yr.4.2.	Begins in 4-year-old standard. No Correlations
EXPECTATION / STANDARD	Standard Math 3 yr.4.3.	Begins in 4-year-old standard. No Correlations
EXPECTATION / STANDARD	Standard Math 3 yr.4.4.	With prompting and support, begin to identify attributes of basic two-dimensional shapes (for example, a rectangle has two long sides and two short sides). <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.5 Emerging to 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
EXPECTATION / STANDARD	Standard Math 3 yr.4.5.	Explore shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies). <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.5 Emerging to 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

EXPECTATION / STANDARD	Standard Math 3 yr.4.6.	Explore combining basic shapes together to represent an object (for example, use a square and a triangle to make a house). <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.5 Emerging to 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		PHYSICAL EDUCATION
INDICATOR / CLUSTER	Strand 1:	MOTOR SKILLS AND MOVEMENT
EXPECTATION / STANDARD	Sub-strand:	GROSS MOTOR
INDICATOR	Standard PE 3 yr.1.1.	Participate in activities that develop control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low objects). <u>GOLD® Objectives for Development and Learning</u> • Objective 04 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
INDICATOR	Standard PE 3 yr.1.2.	Participate in activities that develop coordination and balance in movement that does not move the child from one place to another (for example, balance on one foot, and move body parts in isolation). <u>GOLD® Objectives for Development and Learning</u> • Objective 05 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences
INDICATOR	Standard PE 3 yr.1.3.	Participate in activities that develop control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move a ball, ride wheeled toys). <u>GOLD® Objectives for Development and Learning</u> • Objective 06 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		PHYSICAL EDUCATION
INDICATOR / CLUSTER	Strand 1:	MOTOR SKILLS AND MOVEMENT
EXPECTATION / STANDARD	Sub-strand:	FINE MOTOR

INDICATOR	Standard PE 3 yr.1.4.	<p>Manipulate small pieces or objects (puzzle pieces, interlocking cubes, tongs, etc.) and build with a variety of blocks.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements</p>
INDICATOR	Standard PE 3 yr.1.5.	<p>With prompting and support, develop small muscle control by making lines, circles, and scribbles with writing tools (for example, chalk, crayons, paint, markers, digital tools).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>
INDICATOR	Standard PE 3 yr.1.6.	<p>Begins in 4-year-old standard.</p> <p>No Correlations</p>
INDICATOR	Standard PE 3 yr.1.7.	<p>Begins in 4-year-old standard.</p> <p>No Correlations</p>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		PHYSICAL EDUCATION
INDICATOR / CLUSTER	Strand 2:	EFFICIENT MOVEMENT AND PERFORMANCE
EXPECTATION / STANDARD	Standard PE 3 yr.2.1.	<p>Begin to demonstrate awareness that personal boundaries exist.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control</p>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		PHYSICAL EDUCATION
INDICATOR / CLUSTER	Strand 3:	PHYSICAL ACTIVITY AS A TOOL FOR WELLNESS

EXPECTATION / STANDARD	Standard PE 3 yr.3.1.	<p>Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys).</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 / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 1:	CULTURE AND DIVERSITY
EXPECTATION / STANDARD	Standard SS 3 yr.1.1.	<p>With prompting and support, recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live</p>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 2:	TIME, CONTINUITY, AND CHANGE
EXPECTATION / STANDARD	Standard SS 3 yr.2.1.	<p>With prompting and support, identify examples of change over time related to personal growth and experiences (for example, talking, dressing, feeding, potty training, height, daily schedule).</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 31 Explores change related to familiar people or places</p>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 3:	PEOPLE, PLACES, AND ENVIRONMENTS
EXPECTATION / STANDARD	Standard SS 3 yr.3.1.	<p>Recognize people and places within the home, classroom, school, neighborhood, and community.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 32 Demonstrates simple geographic knowledge</p>

EXPECTATION / STANDARD	Standard SS 3 yr.3.2.	<p>With prompting and support, identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).</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>
EXPECTATION / STANDARD	Standard SS 3 yr.3.3.	<p>With prompting and support, describe ways to care for home and school environments and the earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 4:	INDIVIDUAL DEVELOPMENT AND IDENTITY
EXPECTATION / STANDARD	Standard SS 3 yr.4.1.	<p>Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 29 Demonstrates knowledge about self
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 5:	INDIVIDUALS, GROUPS, AND INSTITUTIONS
EXPECTATION / STANDARD	Standard SS 3 yr.5.1.	<p>With prompting and support, interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.</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 Takes turns</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>

EXPECTATION / STANDARD	Standard SS 3 yr.5.2.	<p>With prompting and support, participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials).</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 Takes turns</p>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 6:	POWER, AUTHORITY, AND GOVERNANCE
EXPECTATION / STANDARD	Standard SS 3 yr.6.1.	<p>With prompting and support, participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities).</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
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 7:	PRODUCTION, DISTRIBUTION, AND CONSUMPTION
EXPECTATION / STANDARD	Standard SS 3 yr.7.1.	<p>With prompting and support, discuss the difference between basic needs (for example, food, shelter, and clothing) and wants (for example, toys, games, and treats).</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
EXPECTATION / STANDARD	Standard SS 3 yr.7.2.	<p>Begin to recognize that people have jobs to meet needs, including for self, classroom, and 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
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 8:	SCIENCE, TECHNOLOGY, AND SOCIETY

EXPECTATION / STANDARD	Standard SS 3 yr.8.1.	With prompting and support, identify how simple and electronic technology affects the way people live, work, travel, communicate, and play. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
EXPECTATION / STANDARD	Standard SS 3 yr.8.2.	With prompting and support, recognize the importance of balancing media time with other activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 1:	ACADEMIC AND SOCIAL LANGUAGE: SPEAKING AND LISTENING
EXPECTATION / STANDARD	Standard ELA 4 yr.1.1.	Speak in sentences of varying lengths to communicate wants, needs, experiences, thoughts, and feelings. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four- to six-word sentences
EXPECTATION / STANDARD	Standard ELA 4 yr.1.2.	Use nouns, verbs, prepositions, pronouns, and adjectives when speaking with others. <u>GOLD® Objectives for Development and Learning</u> • Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar Objective 9c.6 Uses complete, four- to six-word sentences
EXPECTATION / STANDARD	Standard ELA 4 yr.1.3.	Begin to ask and answer complex questions (for example, who, what, where, when, why, how). <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
EXPECTATION / STANDARD	Standard ELA 4 yr.1.4.	Describe attributes of familiar people, places, things, and events. <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.6 Describes and tells the use of many familiar items



EXPECTATION / STANDARD	Standard ELA 4 yr.1.5.	<p>Use and talk about new vocabulary through rich texts, projects, guided conversation, and play.</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>
EXPECTATION / STANDARD	Standard ELA 4 yr.1.6.	<p>Discuss how objects can be sorted into categories (for example, shapes, foods) based on commonalities and differences.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
EXPECTATION / STANDARD	Standard ELA 4 yr.1.7.	<p>Identify and name opposites (antonyms) (for example, happy/sad, up/down, big/little).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 08 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>
EXPECTATION / STANDARD	Standard ELA 4 yr.1.8.	<p>Engage in conversations with peers and adults by talking about activities, personal stories, pictures, topics, and text.</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>
EXPECTATION / STANDARD	Standard ELA 4 yr.1.9.	<p>Follow agreed upon rules for conversation (for example, listening to others, staying on topic, and taking turns speaking).</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>

EXPECTATION / STANDARD	Standard ELA 4 yr.1.10.	<p>Follow two-step directions to complete a task or routine (for example, “Please find your coat and wait for me at the door.” “Time to wash your hands and find a seat at the table to get ready for a snack.”).</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.6 Follows directions of two or more steps that relate to familiar objects and experiences</p>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 2:	READING
EXPECTATION / STANDARD	Sub-strand:	CONCEPTS OF PRINT
INDICATOR	Standard ELA 4 yr.2.1.	<p>Correctly hold 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.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
INDICATOR	Standard ELA 4 yr.2.2.	<p>Discuss that print conveys meaning and how the illustrations/photographs relate to the 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>
INDICATOR	Standard ELA 4 yr.2.3.	<p>Identify print in everyday life including numbers, alphabet letters, letters in their own name, and environmental print.</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.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>

INDICATOR	Standard ELA 4 yr.2.4.	<p>With prompting and support, demonstrate that print is read from top to bottom, left to right, and from front to back.</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 Objective 17b.4 Indicates where to start reading and the direction to follow
INDICATOR	Standard ELA 4 yr.2.5.	<p>Demonstrate that spoken words are represented in written language (for example, point to written words while reciting a known nursery rhyme or reading a recipe together during a cooking activity).</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 Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
INDICATOR	Standard ELA 4 yr.2.6.	<p>With prompting and support, begin to recognize that letters are grouped to form words.</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 Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
INDICATOR	Standard ELA 4 yr.2.7.	<p>With prompting and support, discuss the role of the author and illustrator/photographer 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 Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 2:	READING
EXPECTATION / STANDARD	Sub-strand:	PHONOLOGICAL AWARENESS
INDICATOR	Standard ELA 4 yr.2.8.	<p>Identify and discriminate between sounds (phonemes) in spoken language (for example, point to a picture that begins with the same sound as dog).</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 b. Notices and discriminates alliteration Objective 15b.4 Shows awareness that some words begin the same way

INDICATOR	Standard ELA 4 yr.2.9.	<p>Recognize rhyming words in familiar songs/books (for example, provide rhyming words, show a thumbs up if the words rhyme or thumbs down if the words do not 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.6 Decides whether two words rhyme</p>
INDICATOR	Standard ELA 4 yr.2.10.	<p>With prompting and support, count syllables as words are being spoken (for example, clap, stomp, jump, use hand signals).</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.4 Shows awareness of separate syllables in words</p>
INDICATOR	Standard ELA 4 yr.2.11.	<p>With prompting and support, blend (put together), and segment (take apart) single-syllable words into individual phonemes auditorily (for example, segment: bat= /b/ /a/ /t/, blend: /b/ /a/ /t/ = bat).</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.6 Verbally blends and separates onset and rime in one-syllable words</p>
INDICATOR	Standard ELA 4 yr.2.12.	<p>Begin to recognize the beginning sounds of words and progress towards recognizing ending sounds of 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 b. Notices and discriminates alliteration <p>Objective 15b.4 Shows awareness that some words begin the same way</p>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 2:	READING
EXPECTATION / STANDARD	Sub-strand:	WORD RECOGNITION
INDICATOR	Standard ELA 4 yr.2.13.	<p>With prompting and support, recognize that written words are made up of letters and sounds.</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.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>



INDICATOR	Standard ELA 4 yr.2.14.	<p>Identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters <p>Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name</p> <ul style="list-style-type: none"> • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters <p>Objective 16a.2 Recognizes and names a few letters in own name</p>
INDICATOR	Standard ELA 4 yr.2.15.	<p>Begin to recognize some printed words that are seen frequently (for example, their own name, the names of classmates, labels in the classroom environment).</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.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 2:	READING
EXPECTATION / STANDARD	Sub-strand:	RECALL INFORMATION
INDICATOR	Standard ELA 4 yr.2.16.	<p>With prompting and support, rapidly recall the names of a series of objects or pictures (for example, dog, cat, horse, mouse, fish, monkey, lion).</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 / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 2:	READING
EXPECTATION / STANDARD	Sub-strand:	COMPREHENSION

INDICATOR	Standard ELA 4 yr.2.17.	<p>With prompting and support, listen attentively to and retell simple texts, including event sequence and characters, through conversation, art, movement, or drama.</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.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</p>
INDICATOR	Standard ELA 4 yr.2.18.	<p>With prompting and support, ask and answer questions and make connections about text, media, or information presented orally.</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>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 3:	WRITING
EXPECTATION / STANDARD	Standard ELA 4 yr.3.1.	<p>Represent ideas visually (for example, scribble with letter-like formations, simple drawings).</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>
EXPECTATION / STANDARD	Standard ELA 4 yr.3.2.	<p>Represent spoken words with written language using letter-like marks and scribbles.</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>
EXPECTATION / STANDARD	Standard ELA 4 yr.3.3.	<p>Print some letters of the alphabet, including those in their own name.</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.10 Writes partially accurate first name</p>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		FINE ARTS
INDICATOR / CLUSTER	Strand 1:	DRAMA



EXPECTATION / STANDARD	Standard FA 4 yr.1.1.	Identify and express ideas, information, and feelings through dramatic art (for example, telling stories and playing make-believe). <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
EXPECTATION / STANDARD	Standard FA 4 yr.1.2.	Use dialogue, actions, and objects to tell a story. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
EXPECTATION / STANDARD	Standard FA 4 yr.1.3.	Assume the roles of characters in dramatic play situations, or stories through drama, props, and language. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
EXPECTATION / STANDARD	Standard FA 4 yr.1.4.	With prompting and support, work independently and cooperatively in dramatic play. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
EXPECTATION / STANDARD	Standard FA 4 yr.1.5.	With prompting and support, attend to and show appreciation for the dramatization of others. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
EXPECTATION / STANDARD	Standard FA 4 yr.1.6.	With prompting and support, act out a story with a beginning, middle, and an end. <u>GOLD® Objectives for Development and Learning</u> • Objective 36 Explores drama through actions and language
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		FINE ARTS
INDICATOR / CLUSTER	Strand 2:	DANCE
EXPECTATION / STANDARD	Standard FA 4 yr.2.1.	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
EXPECTATION / STANDARD	Standard FA 4 yr.2.2.	Use creative movement to demonstrate feelings, ideas, concepts, and tell stories. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts

EXPECTATION / STANDARD	Standard FA 4 yr.2.3.	With prompting and support, start, stop, and respond to musical cues. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
EXPECTATION / STANDARD	Standard FA 4 yr.2.4.	With prompting and support, find different ways to move the body, arms, and legs, and begin to move body parts one at a time. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
EXPECTATION / STANDARD	Standard FA 4 yr.2.5.	With prompting and support, dance for and with others while respecting space and maintaining body control. <u>GOLD® Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		FINE ARTS
INDICATOR / CLUSTER	Strand 3:	MUSIC
EXPECTATION / STANDARD	Standard FA 4 yr.3.1.	Participate in musical activities by listening to, singing, and creating music. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
EXPECTATION / STANDARD	Standard FA 4 yr.3.2.	Show increasing recognition of the various components of music in terms of dynamics (loud/soft), pitch (high/low), and duration (long/short, fast/slow). <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
EXPECTATION / STANDARD	Standard FA 4 yr.3.3.	Demonstrate elements of music by bouncing or clapping out the rhythm and discussing how it makes them feel. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
EXPECTATION / STANDARD	Standard FA 4 yr.3.4.	Express thoughts, feelings, and energy through music. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
EXPECTATION / STANDARD	Standard FA 4 yr.3.5.	With prompting and support, begin to sing songs from various cultures. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression

EXPECTATION / STANDARD	Standard FA 4 yr.3.6.	With prompting and support, share a favorite song. <u>GOLD® Objectives for Development and Learning</u> • Objective 34 Explores musical concepts and expression
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		FINE ARTS
INDICATOR / CLUSTER	Strand 4:	VISUAL ARTS
EXPECTATION / STANDARD	Standard FA 4 yr.4.1.	Create works of art that reflect experiences using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
EXPECTATION / STANDARD	Standard FA 4 yr.4.2.	Recognize and name colors (for example, red, yellow, blue, purple, orange, green, black, white, brown, pink, and gray). <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
EXPECTATION / STANDARD	Standard FA 4 yr.4.3.	Explore, identify, and describe the physical characteristics of the environment including colors, textures, and light. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
EXPECTATION / STANDARD	Standard FA 4 yr.4.4.	Talk with peers and/or adults about their art and their creative process. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
EXPECTATION / STANDARD	Standard FA 4 yr.4.5.	With prompting and support, show appreciation by selecting art objects to display, including paintings, photos of block design, sculptures, etc., and begin to explain the reasons for selecting the preferred artwork. <u>GOLD® Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		HEALTH EDUCATION
INDICATOR / CLUSTER	Strand 1:	HUMAN DEVELOPMENT

EXPECTATION / STANDARD	Standard HE 4 yr.1.1.	<p>Show independence in personal hygiene and care.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c.6 Demonstrates confidence in meeting own needs</p>
EXPECTATION / STANDARD	Standard HE 4 yr.1.2.	<p>With prompting and support, distinguish between appropriate and inappropriate touch.</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>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		HEALTH EDUCATION
INDICATOR / CLUSTER	Strand 2:	HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF A HEALTHY SELF
EXPECTATION / STANDARD	Standard HE 4 yr.2.1.	<p>With prompting and support, identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe.</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.8 Engages with trusted adults as resources and to share mutual interests</p>
EXPECTATION / STANDARD	Standard HE 4 yr.2.2.	<p>Identify and practice how to make friends and be a good friend by developing and using friendship skills with peers and participating in cooperative play.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 02 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> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships d. Makes friends <p>Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while</p>

EXPECTATION / STANDARD	Standard HE 4 yr.2.3.	<p>With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 02 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> <ul style="list-style-type: none"> • Objective 03 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> <ul style="list-style-type: none"> • Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems <p>Objective 3b.6 Suggest solutions to social problems</p>
EXPECTATION / STANDARD	Standard HE 4 yr.2.4.	<p>With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).</p> <p><u>No Correlations</u></p>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		HEALTH EDUCATION
INDICATOR / CLUSTER	Strand 3:	MENTAL AND EMOTIONAL HEALTH
EXPECTATION / STANDARD	Standard HE 4 yr.3.1.	<p>Express, identify, and label emotions of self and others (for example, happy, sad, angry, afraid, frustrated, bored) and feelings (for example, thirsty, hungry, hot, cold, tired).</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.6 Identifies basic emotional reactions of others and their causes accurately</p>
EXPECTATION / STANDARD	Standard HE 4 yr.3.2.	<p>With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).</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.7 Emerging to 1a.8 Controls strong emotions in an appropriate manner most of the time</p>

EXPECTATION / STANDARD	Standard HE 4 yr.3.3.	<p>With prompting and support, develop and practice self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors a. Manages feelings <p>Objective 1a.7 Emerging to 1a.8 Controls strong emotions in an appropriate manner most of the time</p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		HEALTH EDUCATION
INDICATOR / CLUSTER	Strand 4:	NUTRITION
EXPECTATION / STANDARD	Standard HE 4 yr.4.1.	<p>Identify a variety of healthy foods.</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>
EXPECTATION / STANDARD	Standard HE 4 yr.4.2.	<p>Identify why eating healthy food is important and begin to categorize into food groups.</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>
EXPECTATION / STANDARD	Standard HE 4 yr.4.3.	<p>With prompting and support, try new foods from a variety of food groups.</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 / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—APPROACHES TO LEARNING
INDICATOR / CLUSTER	Strand 1:	SELF-REGULATION AND EXECUTIVE FUNCTIONING

EXPECTATION / STANDARD	Standard LLP 4 yr.1.1.	With prompting and support, display increasing ability to self-regulate external behaviors (for example, follow simple directions, wait for turns, and transition between activities). <u>GOLD® Objectives for Development and Learning</u> • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.7 Emerging to 1a.8 Controls strong emotions in an appropriate manner most of the time
EXPECTATION / STANDARD	Standard LLP 4 yr.1.2.	With prompting and support, display increasing ability to focus attention on key, meaningful components of an object or task (Attention focusing, for example, sort and classify objects into categories and provide on-topic responses). <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
EXPECTATION / STANDARD	Standard LLP 4 yr.1.3.	With prompting and support, develop increasingly effective strategies to connect and remember information (Working memory and information processing, for example, use self-talk, tell others the events of the day). <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
EXPECTATION / STANDARD	Standard LLP 4 yr.1.4.	With prompting and support, develop the ability to recognize and show awareness of thinking processes (Reflection, for example, the child explains what strategies are used to build in blocks). <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
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—APPROACHES TO LEARNING
INDICATOR / CLUSTER	Strand 2:	LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)
EXPECTATION / STANDARD	Sub-strand:	INITIATIVE

INDICATOR	Standard LLP 4 yr.2.1.	<p>With prompting and support, plan out the multiple steps needed and identify strategies to use to accomplish a goal or to guide play.</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>
INDICATOR	Standard LLP 4 yr.2.2.	<p>Display an increasing ability to investigate their immediate environment by using a variety of tools, questions, and strategies to better understand their interests and experiences (for example, discover why worms come out of the ground after it rains).</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>
INDICATOR	Standard LLP 4 yr.2.3.	<p>Develop an increasing ability to connect new information or experiences with previous knowledge through interactions with teachers, peers, and the environment (for example, help develop classroom rules using the previous experience with rules in the classroom or home).</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 / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—APPROACHES TO LEARNING
INDICATOR / CLUSTER	Strand 2:	LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)
EXPECTATION / STANDARD	Sub-strand:	PERSISTENCE
INDICATOR	Standard LLP 4 yr.2.4.	<p>Develop an increasing ability and willingness to continue with a task through challenges or difficulties (for example, continue to build in the block area even when the child has difficulty finding a piece they need).</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>

INDICATOR	Standard LLP 4 yr.2.5.	<p>Develop the ability to sustain engagement in active learning small- and large- group activities, working alone or cooperatively.</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 Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—APPROACHES TO LEARNING
INDICATOR / CLUSTER	Strand 3:	CREATIVITY AND CURIOSITY
EXPECTATION / STANDARD	Standard LLP 4 yr.3.1.	<p>Ask and answer questions to seek additional information about materials, challenges, and activities they experience in their immediate environment to expand their knowledge and skills.</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>
EXPECTATION / STANDARD	Standard LLP 4 yr.3.2.	<p>With prompting and support, display an increasing ability to engage in a variety of problem-solving strategies (for example, recognize cause and effect, use trial and error, make predictions, and identify steps for problem solving).</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.6 Solves problems without having to try every possibility</p>
EXPECTATION / STANDARD	Standard LLP 4 yr.3.3.	<p>Explore and use materials during play and exploration in new and different ways (for example, a cardboard box becomes a spaceship, racecar, or a cave).</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.6 Changes plans if a better idea is thought of or proposed</p>
EXPECTATION / STANDARD	Standard LLP 4 yr.3.4.	<p>Show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach).</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.6 Changes plans if a better idea is thought of or proposed</p>

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT
INDICATOR / CLUSTER	Strand 4:	SELF-AWARENESS
EXPECTATION / STANDARD	Standard LLP 4 yr.4.1.	<p>Demonstrate awareness of one’s own identity, including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes) and participate in respectful discussions about similarities and differences with others.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self</p>
EXPECTATION / STANDARD	Standard LLP 4 yr.4.2.	<p>Participate in self-selected or organized activities by exploring learning materials including outdoor equipment (for example, a child chooses paint or markers for artwork).</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>
EXPECTATION / STANDARD	Standard LLP 4 yr.4.3.	<p>Begin to maintain personal boundaries while participating in movement or daily classroom activities.</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>
EXPECTATION / STANDARD	Standard LLP 4 yr.4.4.	<p>Communicate wants and needs including thoughts and feelings with actions or words.</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>
EXPECTATION / STANDARD	Standard LLP 4 yr.4.5.	<p>Begin to contribute and take pride in the classroom community (for example, volunteer to help others).</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 / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT

INDICATOR / CLUSTER	Strand 5:	EMOTIONS
EXPECTATION / STANDARD	Standard LLP 4 yr.5.1.	<p>Separate and reunite with parents or caregivers without stress.</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.8 Engages with trusted adults as resources and to share mutual interests</p>
EXPECTATION / STANDARD	Standard LLP 4 yr.5.2.	<p>Recognize that feelings can change and different feelings are experienced throughout the day.</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.6 Identifies basic emotional reactions of others and their causes accurately</p>
EXPECTATION / STANDARD	Standard HE 4 yr.3.1.	<p>Express, identify, and label emotions of self and others (for example, happy, sad, angry, afraid, frustrated, bored) and feelings (for example, thirsty, hungry, hot, cold, tired).</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.6 Identifies basic emotional reactions of others and their causes accurately</p>
EXPECTATION / STANDARD	Standard HE 4 yr.3.2.	<p>With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).</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.7 Emerging 1a.8 Controls strong emotions in an appropriate manner most of the time</p>
EXPECTATION / STANDARD	Standard HE 4 yr.3.3.	<p>With prompting and support, develop and practice self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.</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.7 Emerging 1a.8 Controls strong emotions in an appropriate manner most of the time</p>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT
INDICATOR / CLUSTER	Strand 6:	RELATIONSHIPS
EXPECTATION / STANDARD	Sub-strand:	COMMUNICATION



INDICATOR	Standard LLP 4 yr.6.1.	<p>With prompting and support, respond appropriately to the tone of voice, facial expressions, and gestures of 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 b. Responds to emotional cues <p>Objective 2b.4 Demonstrates concern about the feelings of others</p>
INDICATOR	Standard LLP 4 yr.6.2.	<p>With prompting and support, communicate with others by attending to and responding to peers and adults individually or in a group (for example, taking turns in conversation).</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>
INDICATOR	Standard HE 4 yr.2.2.	<p>Identify and practice how to make friends and be a good friend by developing friendships with peers and participating in cooperative play.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 02 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> <ul style="list-style-type: none"> • Objective 2 Establishes and sustains positive relationships d. Makes friends <p>Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while</p>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT
INDICATOR / CLUSTER	Strand 6:	RELATIONSHIPS
EXPECTATION / STANDARD	Sub-strand:	SOCIAL ENGAGEMENT
INDICATOR	Standard LLP 4 yr.6.3.	<p>Show interest in peers by getting their attention in appropriate ways (for example, call a child by name or tap him/her on the shoulder).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 02 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>

INDICATOR	Standard LLP 4 yr.6.4.	Maintain awareness of and respect others' personal space. <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
INDICATOR	Standard LLP 4 yr.6.5.	Begin to maintain self-control during play with others. <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
INDICATOR	Standard HE 4 yr.2.3.	With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs. <u>GOLD® Objectives for Development and Learning</u> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children • Objective 03 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 • Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems
INDICATOR	Standard HE 4 yr.2.4.	With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others). <u>No Correlations</u>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT
INDICATOR / CLUSTER	Strand 6:	RELATIONSHIPS
EXPECTATION / STANDARD	Sub-strand:	CONFLICT RESOLUTION/PROBLEM SOLVING
INDICATOR	Standard LLP 4 yr.6.6.	Use appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone's attention appropriately, how to express frustration appropriately, how to seek help from an adult). <u>GOLD® Objectives for Development and Learning</u> • Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems



STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		MATHEMATICS
INDICATOR / CLUSTER	Strand 1:	COUNTING AND CARDINALITY
EXPECTATION / STANDARD	Standard Math 4 yr.1.1.	Count to 20 by ones. <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
EXPECTATION / STANDARD	Standard Math 4 yr.1.2.	In the sequence of 1–10, identify numbers that come before or after one another. <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
EXPECTATION / STANDARD	Standard Math 4 yr.1.3.	Count a number of objects from 0–10 and begin to associate them with a written numeral. <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
EXPECTATION / STANDARD	Standard Math 4 yr.1.4.	Name written numerals 0–10. <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
EXPECTATION / STANDARD	Standard Math 4 yr.1.5.	Use one-to-one correspondence when counting objects to ten. <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
EXPECTATION / STANDARD	Standard Math 4 yr.1.6.	When counting objects to ten, understand that the last number counted in a set tells how many. <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



EXPECTATION / STANDARD	Standard Math 4 yr.1.7.	Count two sets of objects up to 10 to determine which has more. <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 / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		MATHEMATICS
INDICATOR / CLUSTER	Strand 2:	OPERATIONS AND ALGEBRAIC THINKING
EXPECTATION / STANDARD	Standard Math 4 yr.2.1.	Understand and represent addition up to five (adding to or putting together) and subtraction (taking from or taking apart) with concrete objects, fingers, movement, and simple drawings. <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
EXPECTATION / STANDARD	Standard Math 4 yr.2.2.	With prompting and support, solve addition and subtraction word problems created by the teacher using up to five concrete objects to represent the problem (for example, “Bring me three blocks, now bring me two more. How many blocks do we have?”). <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.1 Emerging to 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
EXPECTATION / STANDARD	Standard Math 4 yr.2.3.	Take apart numbers less than or equal to five by using objects with different attributes (for example, 5 can be taken apart into sets of 2 blue and 3 yellow or 1 square and 4 circles). <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

EXPECTATION / STANDARD	Standard Math 4 yr.2.4.	Use concrete objects to make sums of 5 using quantities from 0–5. (for example, 0 and 5 make a set of 5, 2 and 3 make a set of 5.) <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
EXPECTATION / STANDARD	Standard Math 4 yr.2.5.	Duplicate, extend, and create simple patterns (for example, ababab). <u>GOLD® Objectives for Development and Learning</u> • Objective 23 Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		MATHEMATICS
INDICATOR / CLUSTER	Strand 3:	MEASUREMENT AND DATA
EXPECTATION / STANDARD	Standard Math 4 yr.3.1.	Describe objects using vocabulary specific to measurable attributes (for example, length [long/short], weight [heavy/light], size [big/small], and distance [near/far]). <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
EXPECTATION / STANDARD	Standard Math 4 yr.3.2.	Directly compare two objects using measurable attributes (for example, length [longer/shorter], weight [heavier/lighter], and size [bigger/smaller]). <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
EXPECTATION / STANDARD	Standard Math 4 yr.3.3.	Classify/sort objects into given categories (for example, color, size, shape) by specified attributes. <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

EXPECTATION / STANDARD	Standard Math 4 yr.3.4.	<p>Compare the number of objects in each category to identify which groups contain more or less, or 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>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		MATHEMATICS
INDICATOR / CLUSTER	Strand 4:	GEOMETRY
EXPECTATION / STANDARD	Standard Math 4 yr.4.1.	<p>Describe objects in the environment by using names of shapes and identify the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</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>
EXPECTATION / STANDARD	Standard Math 4 yr.4.2.	<p>Identify and name basic shapes regardless of their size and/or orientation (the way the object is turned or flipped).</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>
EXPECTATION / STANDARD	Standard Math 4 yr.4.3.	<p>Begin to explore that shapes can be two-dimensional (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.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>

EXPECTATION / STANDARD	Standard Math 4 yr.4.4.	Describe attributes of basic two-dimensional shapes including size, number of sides, number of corners, etc. <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
EXPECTATION / STANDARD	Standard Math 4 yr.4.5.	Create basic shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies). <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
EXPECTATION / STANDARD	Standard Math 4 yr.4.6.	Explore combining basic shapes to create new shapes (for example, two triangles make a rhombus). <u>GOLD® Objectives for Development and Learning</u> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		PHYSICAL EDUCATION
INDICATOR / CLUSTER	Strand 1:	MOTOR SKILLS AND MOVEMENT
EXPECTATION / STANDARD	Sub-strand:	GROSS MOTOR
INDICATOR	Standard PE 4 yr.1.1.	Demonstrate control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low objects). <u>GOLD® Objectives for Development and Learning</u> • Objective 04 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control

INDICATOR	Standard PE 4 yr.1.2.	<p>Demonstrate coordination and balance in movement that does not move the child from one place to another (for example, balance on one foot, and move body parts in isolation).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 05 Demonstrates balancing skills <p>Objective 5.6 Sustains balance during simple movement experiences</p>
INDICATOR	Standard PE 4 yr.1.3.	<p>Demonstrate control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move a ball, ride wheeled toys).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 06 Demonstrates gross-motor manipulative skills <p>Objective 6.6 Manipulates balls or similar objects with flexible body movements</p>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		PHYSICAL EDUCATION
INDICATOR / CLUSTER	Strand 1:	MOTOR SKILLS AND MOVEMENT
EXPECTATION / STANDARD	Sub-strand:	FINE MOTOR
INDICATOR	Standard PE 4 yr.1.4.	<p>Demonstrate wrist, hand, and finger control (for example, screw on and off lids, button, zip, push an object, use scissors, create art).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>
INDICATOR	Standard PE 4 yr.1.5.	<p>Hold a pencil and other writing tools with a beginning pincer grasp (thumb to index finger grasp).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 07 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>
INDICATOR	Standard PE 4 yr.1.6.	<p>Demonstrate eye-hand coordination (for example, pour from one object to another, strike a stationary object).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands <p>Objective 7a.6 Uses refined wrist and finger movements</p>

INDICATOR	Standard PE 4 yr.1.7.	<p>Demonstrate eye-hand coordination by independently creating simple handwriting strokes such as straight and intersecting lines, circles, and other simple shapes using a variety of writing tools.</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 07 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>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		PHYSICAL EDUCATION
INDICATOR / CLUSTER	Strand 2:	EFFICIENT MOVEMENT AND PERFORMANCE
EXPECTATION / STANDARD	Standard PE 4 yr.2.1.	<p>Begin to maintain personal boundaries while participating in movement 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 4.6 Moves purposefully from place to place with control</p>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		PHYSICAL EDUCATION
INDICATOR / CLUSTER	Strand 3:	PHYSICAL ACTIVITY AS A TOOL FOR WELLNESS
EXPECTATION / STANDARD	Standard PE 4 yr.3.1.	<p>Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys).</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 / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 1:	CULTURE AND DIVERSITY
EXPECTATION / STANDARD	Standard SS 4 yr.1.1.	<p>Recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities).</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

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 2:	TIME, CONTINUITY, AND CHANGE
EXPECTATION / STANDARD	Standard SS 4 yr.2.1.	<p>Identify examples of change over time on topics including self, family, and community and how these changes may affect them (for example, changes in the family, classroom, or neighborhood).</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 / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 3:	PEOPLE, PLACES, AND ENVIRONMENTS
EXPECTATION / STANDARD	Standard SS 4 yr.3.1.	<p>Recognize people and places across familiar environments and discuss what is gained through interactions (for example, buy food at the store, receive packages from the mail carrier).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 32 Demonstrates simple geographic knowledge
EXPECTATION / STANDARD	Standard SS 4 yr.3.2.	<p>Identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).</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 Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
EXPECTATION / STANDARD	Standard SS 4 yr.3.3.	<p>Describe ways to care for home and school environments and the earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can).</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 27 Demonstrates knowledge of Earth's environment
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 4:	INDIVIDUAL DEVELOPMENT AND IDENTITY

EXPECTATION / STANDARD	Standard SS 4 yr.4.1.	<p>Demonstrate awareness of one's own identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members) and participate in respectful discussions about similarities and differences with others.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 29 Demonstrates knowledge about self</p>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 5:	INDIVIDUALS, GROUPS, AND INSTITUTIONS
EXPECTATION / STANDARD	Standard SS 4 yr.5.1.	<p>Begin to demonstrate independence in interacting cooperatively with others by sharing, turn-taking, resolving conflicts, accepting consequences of actions, and recognizing others' needs.</p> <p><u>GOLD® Objectives for Development and Learning</u> • Objective 03 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 • Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems</p>
EXPECTATION / STANDARD	Standard SS 4 yr.5.2.	<p>Participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials).</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>
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 6:	POWER, AUTHORITY, AND GOVERNANCE

EXPECTATION / STANDARD	Standard SS 4 yr.6.1.	Participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for 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.6 Initiates the sharing of materials in the classroom and outdoors
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 7:	PRODUCTION, DISTRIBUTION, AND CONSUMPTION
EXPECTATION / STANDARD	Standard SS 4 yr.7.1.	Identify the difference between basic needs (for example, food, shelter, clothing) and wants (for example, toys, games, treats). <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
EXPECTATION / STANDARD	Standard SS 4 yr.7.2.	With prompting and support, explain that people have jobs to meet needs, including for self, classroom, and community. <u>GOLD® Objectives for Development and Learning</u> • Objective 30 Shows basic understanding of people and how they live
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		SOCIAL STUDIES
INDICATOR / CLUSTER	Strand 8:	SCIENCE, TECHNOLOGY, AND SOCIETY
EXPECTATION / STANDARD	Standard SS 4 yr.8.1.	Describe how simple and electronic technology affects the way people live, work, travel, communicate, and play. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks
EXPECTATION / STANDARD	Standard SS 4 yr.8.2.	Recognize the importance of balancing media time with other activities. <u>GOLD® Objectives for Development and Learning</u> • Objective 28 Uses tools and other technology to perform tasks