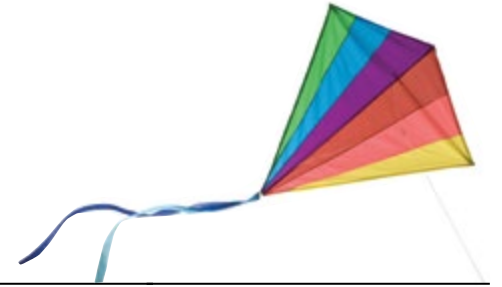


Alignment of



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# Objectives for Development & Learning

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WITH

Domain: Social and Emotional Development

Component: Self (SED.1.0)

Subcomponent: SED.1.1 - Sense of Identity and Belonging: The developing concept of self as an individual who shares commonalities with others within social relationships.

Age: 4-11 months	SED.1.1.11_months	Children show developing understanding that others are both distinct from and connected to themselves, attending to physical characteristics (for example, facial features) that are associated with race, ethnicity, and gender.	• Objective 29 Demonstrates knowledge about onself	GOLD® Objectives for Development and Learning • Objective 29 Demonstrates knowledge about onself
Age: 11-23 months	SED.1.1.23_months	Children demonstrate awareness of their own features and express themselves as distinct persons with characteristics, thoughts, and feelings. Children also demonstrate awareness of others' behaviors, responses, and characteristics within their developing relationships with caregivers.	• Objective 29 Demonstrates knowledge about onself	GOLD® Objectives for Development and Learning • Objective 29 Demonstrates knowledge about onself
Age: 23-36 months	SED.1.1.36_months	Children identify their feelings, needs, and interests and sometimes identify themselves and others as members of one or more groups by referring to social categories (for example, race, ethnicity, gender) or cultural practices.	• Objective 29 Demonstrates knowledge about onself	GOLD® Objectives for Development and Learning • Objective 29 Demonstrates knowledge about onself
Age: 4-11 months	SED.1.2.11_months	Children show an understanding that they are able to make things happen. Children experiment with different ways of making things happen, persist in trying to do things even when faced with difficulty, and show a sense of satisfaction with what they can do.	• Objective 1c.2 Indicates needs and wants; participates as adult attends to needs	GOLD® Objectives for Development and Learning • Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
Age: 11-23 months	SED.1.2.23_months		• Objective 1c.4 Seeks to do things for self	GOLD® Objectives for Development and Learning • Objective 1c.4 Seeks to do things for self
Age: 23-36 months	SED.1.2.36_months	Children show an understanding of their own abilities to make things happen and sometimes refer to those abilities when describing themselves.	• Objective 1c.6 Demonstrates confidence in meeting own needs	GOLD® Objectives for Development and Learning • Objective 1c.6 Demonstrates confidence in meeting own needs

Subcomponent: SED.1.3 -  
Expression of Emotion: The  
developing ability to express a  
variety of feelings through facial  
expressions, movements, gestures,  
sounds, or words.

Age: 4-11 months	SED.1.3.11_months	Children express a variety of primary emotions such as contentment, joy, sadness, interest, surprise, disgust, anger, and fear in response to different experiences.
Age: 11-23 months	SED.1.3.23_months	Children express emotions in clear and intentional ways and express some secondary emotions, such as pride, through a variety of behaviors.
Age: 23-36 months	SED.1.3.36_months	Children express secondary, self-conscious emotions such as pride, embarrassment, shame, and guilt. Children demonstrate awareness of their feelings by communicating words or gestures to describe feelings to others or acting them out in pretend play.

Subcomponent: SED.1.4 -  
Regulating Emotions and Behavior:  
The developing ability to manage  
emotional and behavioral  
responses, communicate feelings,  
and act according to social  
expectations, with and without  
assistance from a caregiver.

Age: 4-11 months	SED.1.4.11_months	Children use simple self-soothing behaviors to comfort themselves. Children often need help managing their emotions and behavior and show emerging ability to communicate the need for help with discomfort or distress.
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- Objective 1a.2 Uses adult support to calm self
- Objective 29 Demonstrates knowledge about onself

- GOLD® Objectives for Development and Learning
- Objective 1a.2 Uses adult support to calm self
  - Objective 29 Demonstrates knowledge about onself

- Objective 1a.2 Uses adult support to calm self
- Objective 29 Demonstrates knowledge about onself

- GOLD® Objectives for Development and Learning
- Objective 1a.2 Uses adult support to calm self
  - Objective 29 Demonstrates knowledge about onself

- Objective 1a.4 Comforts self by seeking out special object or person
- Objective 29 Demonstrates knowledge about onself

- GOLD® Objectives for Development and Learning
- Objective 1a.4 Comforts self by seeking out special object or person
  - Objective 29 Demonstrates knowledge about onself

- Objective 1a.2 Uses adult support to calm self

- GOLD® Objectives for Development and Learning
- Objective 1a.2 Uses adult support to calm self

Age: 11-23 months

SED.1.4.23\_months

Children demonstrate a variety of ways either to comfort themselves or to avoid or ignore situations that cause discomfort. Children require support with managing strong emotions and are responsive to choices and expectations set by caregivers. Children also communicate feelings and wants through words and gestures.

Age: 23-36 months

SED.1.4.36\_months

Children anticipate the need for comfort and try to prepare themselves for transitions. Children sometimes manage behaviors and emotions with little or no caregiver support. Children show many self-comforting behaviors, depending on the situation, and communicate specific feelings.

Component: Social Interactions (SED.2)

Subcomponent: SED.2.1 - Social Understanding: The developing understanding of the intentions, responses, communication, and actions of other people.

Age: 4-11 months

SED.2.1.11\_months

Children show interest in objects that familiar people are attending to or actions that familiar people are doing. Children sometimes demonstrate understanding of how to get other people's attention, engage in back-and-forth interactions with others, and imitate the simple actions or facial expressions of others.

Age: 11-23 months

SED.2.1.23\_months

Children demonstrate knowing how to get familiar people to respond in a specific way through gestures, vocalizations, and shared attention; use another's social cues to guide their own responses to events; and demonstrate learning how to interact with familiar people in more complex and prosocial ways (for example, helping and hindering actions) through imitation and observation.

- Objective 1a.3

- Objective 1a.4 Comforts self by seeking out special object or person

- Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

- Objective 1c.4 Seeks to do things for self

- GOLD® Objectives for Development and Learning
- Objective 1a.3

- GOLD® Objectives for Development and Learning
- Objective 1a.4 Comforts self by seeking out special object or person

- GOLD® Objectives for Development and Learning
- Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

- GOLD® Objectives for Development and Learning
- Objective 1c.4 Seeks to do things for self

Age: 23-36 months  
SED.2.1.36\_months

Children sometimes communicate about their own needs, feelings, and intentions as well as those of other people and engage with others in more extended interactions and common activities (for example, goal-oriented activities, conversations). As part of understanding others' needs, children also express an interest in how others are treated as well as how resources are being distributed and used (for example, taking turns).

**Subcomponent: SED.2.2 - Empathy:**  
**The developing ability to share in the emotional experiences of others.**

Age: 4-11 months  
SED.2.2.11\_months

Children demonstrate awareness of others' feelings by mirroring or reacting to their emotional expressions.

Age: 11-23 months  
SED.2.2.23\_months

Children change their behavior in response to the feelings of others even though their actions may not always make the other person feel better. Children show an increased understanding of the reason for another's feelings and have emotional responses based on others' emotional experiences (for example, become distressed by the other's distress). Children show an understanding that other people have feelings that are different from their own. Children show concern for others and sometimes respond to other people's emotional needs in a way that might make that person feel better.

Age: 23-36 months  
SED.2.2.36\_months

**Subcomponent: SED.2.3 - Interactions With Caregivers and Other People:**  
**The developing ability to respond to and engage with caregivers and other people.**

Age: 4-11 months  
SED.2.3.11\_months

Children purposefully engage in reciprocal interactions and follow the gaze of a familiar person (for example, care educator) to an object or person. Children are both interested in and cautious of unfamiliar people.

- GOLD® Objectives for Development and Learning

  - Objective 1c.6 Demonstrates confidence in meeting own needs
- GOLD® Objectives for Development and Learning

  - Objective 1c.6 Demonstrates confidence in meeting own needs
- GOLD® Objectives for Development and Learning

  - Objective 2b.2 Reacts to others' emotional expressions
- GOLD® Objectives for Development and Learning

  - Objective 2b.2 Reacts to others' emotional expressions
- GOLD® Objectives for Development and Learning

  - Objective 2b.3
- GOLD® Objectives for Development and Learning

  - Objective 2b.3
- GOLD® Objectives for Development and Learning

  - Objective 2b.4 Demonstrates concern about the feelings of others
- GOLD® Objectives for Development and Learning

  - Objective 2b.4 Demonstrates concern about the feelings of others
- GOLD® Objectives for Development and Learning

  - Objective 2a.2 Demonstrates a secure attachment to one or more adults
- GOLD® Objectives for Development and Learning

  - Objective 2a.2 Demonstrates a secure attachment to one or more adults

Age: 11-23 months	SED.2.3.23_months	Children participate in routines and complex back-and-forth interactions and engage familiar people intentionally to receive help with meeting their needs. Children continue to show interest in unfamiliar people, and gradually interact with them in the presence of a familiar person. Children also check with a familiar person when uncertain about something or someone.	<ul style="list-style-type: none"> <li>• Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>• Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</li> </ul>
Age: 23-36 months <b>Subcomponent: SED.2.4 - Interactions With Peers: The developing ability to respond to and engage with other children.</b>	SED.2.3.36_months	Children interact with familiar and unfamiliar people to play, solve problems, or communicate about experiences or ideas.	<ul style="list-style-type: none"> <li>• Objective 2a.6 Manages separations without distress and engages with trusted adults</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>• Objective 2a.6 Manages separations without distress and engages with trusted adults</li> </ul>
Age: 4-11 months	SED.2.4.11_months	Children show interest in familiar and unfamiliar peers. Children stare at other children, explore other children's faces and bodies, or respond to siblings and older peers.	<ul style="list-style-type: none"> <li>• Objective 2c.1</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>• Objective 2c.1</li> </ul>
Age: 11-23 months	SED.2.4.23_months	Children engage in simple back-and-forth interactions with peers for short periods of time.	<ul style="list-style-type: none"> <li>• Objective 2c.2 Plays near other children; uses similar materials or actions</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>• Objective 2c.2 Plays near other children; uses similar materials or actions</li> </ul>
Age: 23-36 months	SED.2.4.36_months	Children engage in simple cooperative play with peers around a shared goal or a shared activity.	<ul style="list-style-type: none"> <li>• Objective 2c.3</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>• Objective 2c.3</li> </ul>
<b>Component: Relationships (SED.3)</b>				
<b>Subcomponent: SED.3.1 - Foundation 3.1: Relationships With Caregivers - The development of close relationships with certain caregivers who provide consistent nurturance.</b>				
Age: 4-11 months	SED.3.1.11_months	Children initiate interactions and seek proximity with familiar caregivers with whom they have developed an attachment relationship (attachment figures).	<ul style="list-style-type: none"> <li>• Objective 2a.2 Demonstrates a secure attachment to one or more adults</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>• Objective 2a.2 Demonstrates a secure attachment to one or more adults</li> </ul>

Age: 11-23 months	SED.3.1.23_months	Children explore the environment in the presence of attachment figures. Children prefer people they trust to provide comfort. When distressed, children often seek to be physically close to attachment figures.	<ul style="list-style-type: none"> <li>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</li> </ul>
Age: 23-36 months	SED.3.1.36_months	When exploring the environment, children occasionally reconnect with attachment figures (for example, through eye contact, facial expressions, and shared attention through conversations about shared feelings, activities, or plans). When distressed, children may seek to be physically close to these caregivers.	<ul style="list-style-type: none"> <li>Objective 2a.6 Manages separations without distress and engages with trusted adults</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>Objective 2a.6 Manages separations without distress and engages with trusted adults</li> </ul>
Subcomponent: SED.3.2 - Foundation 3.2: Relationships With Peers - The development of relationships with certain peers through interactions over time.				
Age: 4-11 months	SED.3.2.11_months	Children show interest in other children's actions, feelings, and interests.	<ul style="list-style-type: none"> <li>Objective 2c.1</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>Objective 2c.1</li> </ul>
			<ul style="list-style-type: none"> <li>Objective 2d.1</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>Objective 2d.1</li> </ul>
Age: 11-23 months	SED.3.2.23_months	Children prefer to interact with one or two familiar children in a shared space and engage more frequently in the same kind of back-and-forth play when interacting with those children.	<ul style="list-style-type: none"> <li>Objective 2c.2 Plays near other children; uses similar materials or actions</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>Objective 2c.2 Plays near other children; uses similar materials or actions</li> </ul>
			<ul style="list-style-type: none"> <li>Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend</li> </ul>
Age: 23-36 months	SED.3.2.36_months	Children prefer to interact with the same small number of children in the group and engage in more complex play with those children than with other peers (for example, extended pretend play with roles, games with movement).	<ul style="list-style-type: none"> <li>Objective 2c.3</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>Objective 2c.3</li> </ul>
			<ul style="list-style-type: none"> <li>Objective 2d.4 Plays with one or two preferred playmates</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>Objective 2d.4 Plays with one or two preferred playmates</li> </ul>

Domain: Approaches to Learning



Component: Motivation to Learn  
(AL.1)

Subcomponent: AL.1.1 - Foundation  
1.1: Curiosity and Initiative - The  
developing ability of exploring the  
environment to learn about objects,  
people, and events.

Age: 4-11 months	AL.1.1.11_months	Children explore objects or materials using their senses (mouthing, touching, looking, listening) and repeat the same action multiple times. Children also attend closely to details about things around them.
Age: 11-23 months	AL.1.1.23_months	Children explore by seeking information (using gestures or some words or vocalizations) and purposefully test cause-and-effect through simple actions. Children also show interest in participating in new experiences or activities. Children use a variety of strategies to explore and seek information, such as making observations and asking questions. Children also pay attention to things around them more closely.
Age: 23-36 months	AL.1.1.36_months	

Subcomponent: AL.1.2 - Foundation  
1.2: Engagement and Perseverance -  
The developing skill of engaging in  
activities and persisting in actions  
and behaviors through challenges  
and setbacks.

Age: 4-11 months	AL.1.2.11_months	Children try to make things happen and repeat actions they find interesting. Children also express distress when they are stopped from doing something and express pleasure when they accomplish simple goals.
Age: 11-23 months	AL.1.2.23_months	Children spend time trying to accomplish goals and express pleasure or pride when successful. Children also sometimes continue working through an activity with caregiver support.

• Objective 11d.2 Uses senses to explore the immediate environment	GOLD® Objectives for Development and Learning • Objective 11d.2 Uses senses to explore the immediate environment
• Objective 11d.2 Uses senses to explore the immediate environment	GOLD® Objectives for Development and Learning • Objective 11d.2 Uses senses to explore the immediate environment
• Objective 11d.4 Explores and investigates ways to make something happen	GOLD® Objectives for Development and Learning • Objective 11d.4 Explores and investigates ways to make something happen
• Objective 11a.2 Pays attention to sights and sounds	GOLD® Objectives for Development and Learning • Objective 11a.2 Pays attention to sights and sounds
• Objective 11b.2 Repeats actions to obtain similar results	"GOLD® Objectives for Development and Learning • Objective 11b.2 Repeats actions to obtain similar results"
• Objective 11a.3	GOLD® Objectives for Development and Learning • Objective 11a.3
• Objective 11b.4 Practices an activity many times until successful	GOLD® Objectives for Development and Learning • Objective 11b.4 Practices an activity many times until successful



Age: 23-36 months      AL.1.2.36\_months      Children spend more time working through tasks to master them. With caregiver guidance, children find several ways to cope with distress that arises when they encounter challenges.

Component: Executive Functioning (AL.2)  
Subcomponent: AL.2.1 - Foundation  
2.1: Attention - The developing skill of engaging and sustaining attention in activities and interactions.

Age: 4-11 months      AL.2.1.11\_months      Children are easily distracted and shift their attention to different things and people. Children also follow another person's attention to things in their environment.

Age: 11-23 months      AL.2.1.23\_months      Children demonstrate some ability to maintain attention in highly predictable routines. Children switch focus back and forth between a person and the thing that the person is referring to.

Age: 23-36 months      AL.2.1.36\_months      Children demonstrate some ability to manage distractions and attention, with caregiver guidance. Children pay attention more carefully and to more than one thing at a time in an orderly and predictable environment.

Subcomponent: AL.2.2 - Foundation  
2.2: Inhibitory Control - The developing skill of managing behaviors and impulses.

Age: 4-11 months      AL.2.2.11\_months      Children react when having to wait for needs to be met (such as arching their back and crying or other signs of discomfort or distress). Children respond to being soothed by caregivers. Children stop or adjust their actions in response to cues from others (such as facial expressions or gestures) and consider choices with caregiver support to manage their impulses and behaviors.

Age: 11-23 months      AL.2.2.23\_months      Children react when having to wait for needs to be met (such as arching their back and crying or other signs of discomfort or distress). Children respond to being soothed by caregivers. Children stop or adjust their actions in response to cues from others (such as facial expressions or gestures) and consider choices with caregiver support to manage their impulses and behaviors.

• Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

• Objective 11b.4 Practices an activity many times until successful

• Objective 11a.2 Pays attention to sights and sounds

• Objective 11a.3

• Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

• Objective 1a.2 Uses adult support to calm self

• Objective 1a.3

GOLD® Objectives for Development and Learning  
• Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

GOLD® Objectives for Development and Learning  
• Objective 11b.4 Practices an activity many times until successful

GOLD® Objectives for Development and Learning  
• Objective 11a.2 Pays attention to sights and sounds

GOLD® Objectives for Development and Learning  
• Objective 11a.3

GOLD® Objectives for Development and Learning  
• Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

GOLD® Objectives for Development and Learning  
• Objective 1a.2 Uses adult support to calm self

GOLD® Objectives for Development and Learning  
• Objective 1a.3

Age: 23-36 months      AL.2.2.36\_months      Children communicate more specific information about their wants or needs and adjust their actions to manage their impulses and behaviors, with caregiver guidance.

Subcomponent: AL.2.3 - Foundation  
2.3: Working Memory - The developing ability to hold information in mind (short-term memory) to use it to accomplish goals and plans.

Age: 4-11 months      AL.2.3.11\_months      Children look for people or objects that are hidden in front of them.

Age: 11-23 months      AL.2.3.23\_months      Children keep in mind information about people or objects even when out of sight. Children also follow simple onestep directions with caregiver support.

Age: 23-36 months      AL.2.3.36\_months      Children demonstrate the ability to keep simple rules or concepts in mind with caregiver support.

Subcomponent: AL.2.4 - Foundation  
2.4: Cognitive Flexibility - The developing skill of being flexible in attention, thinking, and behavior.

Age: 4-11 months      AL.2.4.11\_months      Children explore objects and attend to things in their environment, changing the focus of their exploration when they notice some-thing that interests them.

Age: 11-23 months      AL.2.4.23\_months      Children are flexible in their attention and behaviors and adapt to changes in routine with caregiver support. Children also explore simple ideas during pretend play.

<ul style="list-style-type: none"><li>• Objective 1a.4 Comforts self by seeking out special object or person</li></ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"><li>• Objective 1a.4 Comforts self by seeking out special object or person</li></ul>
<ul style="list-style-type: none"><li>• Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</li></ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"><li>• Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</li></ul>
<ul style="list-style-type: none"><li>• Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</li></ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"><li>• Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</li></ul>
<ul style="list-style-type: none"><li>• 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</li></ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"><li>• 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</li></ul>
<ul style="list-style-type: none"><li>• Objective 11d.2 Uses senses to explore the immediate environment</li></ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"><li>• Objective 11d.2 Uses senses to explore the immediate environment</li></ul>
<ul style="list-style-type: none"><li>• Objective 11a.1</li></ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"><li>• Objective 11a.1</li></ul>
<ul style="list-style-type: none"><li>• Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways</li></ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"><li>• Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways</li></ul>

Age: 23-36 months

AL.2.4.36\_months

Children shift attention and adapt behaviors in different situations. Children also engage in more complex pretend play.

Component: Goal-Directed Learning (AL.3)

Subcomponent: AL.3.1 - Problem Solving: The developing skill of using different strategies to solve a problem or get needs met.

Age: 4-11 months

AL.3.1.11\_months

Children use one or two simple actions to achieve simple goals or get their needs met.

Age: 11-23 months

AL.3.1.23\_months

Children use trial and error to solve everyday problems with caregiver support. Children use gestures or simple phrases when they need help.

Age: 23-36 months

AL.3.1.36\_months

Children use a variety of strategies to solve problems, such as asking for help when they need it and applying previously learned strategies to familiar and new situations.

Subcomponent: AL.3.2 - Collaborative Effort: The developing skill of working together with others to accomplish goals.

Age: 4-11 months

AL.3.2.11\_months

Children engage in interactions with caregivers and show interest in other children. Children also show an early understanding of others' intentions and goals.

- Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs

- Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways

- Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs

- Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal

- Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal

- Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it

- Objective 2a.2 Demonstrates a secure attachment to one or more adults

- GOLD® Objectives for Development and Learning
- Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs

- GOLD® Objectives for Development and Learning
- Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways

- GOLD® Objectives for Development and Learning
- Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs

- GOLD® Objectives for Development and Learning
- Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal

- GOLD® Objectives for Development and Learning
- Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal

- GOLD® Objectives for Development and Learning
- Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it

- GOLD® Objectives for Development and Learning
- Objective 2a.2 Demonstrates a secure attachment to one or more adults

Age: 11-23 months	AL.3.2.23_months	Children engage with caregivers to accomplish simple goals. With caregiver support, they can sometimes play with other children in a coordinated way.
Age: 23-36 months	AL.3.2.36_months	Children play with each other and engage in shared activities to accomplish simple goals or tasks, with increasing independence.

Domain: Language Development  
Component: Attending and Understanding (LD.1)

Subcomponent: LD.1.1 - Foundation  
1.1: Being Attentive to Communication - The developing ability to be attentive to communication cues and learn language through interactions with others. This development occurs in any language, such as the child's home language or any other language that they are developing.

<ul style="list-style-type: none"> <li>Objective 2c.1</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>Objective 2c.1</li> </ul>
<ul style="list-style-type: none"> <li>Objective 3a.1</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>Objective 3a.1</li> </ul>
<ul style="list-style-type: none"> <li>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</li> </ul>
<ul style="list-style-type: none"> <li>Objective 2c.2 Plays near other children; uses similar materials or actions</li> </ul>	"GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>Objective 2c.2 Plays near other children; uses similar materials or actions"</li> </ul>
<ul style="list-style-type: none"> <li>Objective 3a.2 Responds appropriately to others' expressions of wants</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>Objective 3a.2 Responds appropriately to others' expressions of wants</li> </ul>
<ul style="list-style-type: none"> <li>Objective 2c.2 Plays near other children; uses similar materials or actions</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>Objective 2c.2 Plays near other children; uses similar materials or actions</li> </ul>
<ul style="list-style-type: none"> <li>Objective 3a.3</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>Objective 3a.3</li> </ul>

Age: 4-11 months	LD.1.1.11_months	Children focus on the face, hands, or voice of a person who is communicating with them. Children also increasingly follow another person's gaze or gesture to look at objects and people.	<ul style="list-style-type: none"> <li>• Objective 8a.2 Shows an interest in the speech of others</li> <li>• Objective 10b.1</li> </ul>	<p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> <li>• Objective 8a.2 Shows an interest in the speech of others</li> </ul> <p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> <li>• Objective 10b.1</li> </ul>
Age: 11-23 months	LD.1.1.23_months	Children follow another person's gaze or gesture to look at objects and people, looking back and forth between the other person and the object of shared attention. Children show understanding of new words experienced through interactions and watching or listening to others.	<ul style="list-style-type: none"> <li>• Objective 8a.3</li> <li>• Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</li> </ul>	<p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> <li>• Objective 8a.3</li> </ul> <p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> <li>• Objective 10b.2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</li> </ul>
Age: 23-36 months	LD.1.1.36_months	Children listen to oral language or watch signed language to learn about objects, actions, people, and ideas. Children show increasing ability to understand words, phrases, and sentences communicated to them or others, even when the object, action, person, or idea is not present.	<ul style="list-style-type: none"> <li>• Objective 8a.4 Identifies familiar people, animals, and objects when prompted</li> <li>• Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</li> </ul>	<p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> <li>• Objective 8a.4 Identifies familiar people, animals, and objects when prompted</li> </ul> <p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> <li>• Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</li> </ul>

Subcomponent: LD.1.2 - Foundation 1.2: Understanding Language - The developing ability to understand a growing number of words (oral, signed, or both) and utterances. This development occurs in any language, such as the child's home language or any other language that they are developing.

Age: 4-11 months	LD.1.2.11_months	Children understand several familiar words and react to a caregiver's overall tone.
Age: 11-23 months	LD.1.2.23_months	Children understand many words for familiar objects, people, and actions. Children demonstrate the ability to understand directions.
Age: 23-36 months	LD.1.2.36_months	Children understand many words about a variety of topics and learn new words after experiencing them only one or two times. Children understand others' comments, questions, requests, or stories.

Component: Communicating  
(LD.2.0)

Subcomponent: LD.2.1 - Communicating and Speaking: The developing ability to produce sounds, gestures, and words (oral and signed) and combine them. This development occurs in any language, such as the child's home language or any other language that they are developing.

<ul style="list-style-type: none"> <li>Objective 8a.2 Shows an interest in the speech of others</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>Objective 8a.2 Shows an interest in the speech of others</li> </ul>
<ul style="list-style-type: none"> <li>Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice</li> </ul>
<ul style="list-style-type: none"> <li>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>Objective 8a.4 Identifies familiar people, animals, and objects when prompted</li> </ul>
<ul style="list-style-type: none"> <li>Objective 8b.4 Follows simple requests not accompanied by gestures</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>Objective 8b.4 Follows simple requests not accompanied by gestures</li> </ul>
<ul style="list-style-type: none"> <li>Objective 8a.5</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>Objective 8a.5</li> </ul>
<ul style="list-style-type: none"> <li>Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences</li> </ul>

Age: 4-11 months	LD.2.1.11_months	Children experiment with and practice making sounds or hand shapes. Children use sounds or gestures to communicate needs, wants, and interests. Children who are developing in sign languages will babble by moving their hands in sign-like shapes.	<ul style="list-style-type: none"> <li>• Objective 9a.2 Vocalizes and gestures to communicate</li> </ul>	<p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> <li>• Objective 9a.2 Vocalizes and gestures to communicate</li> </ul>
Age: 11-23 months	LD.2.1.23_months	Children use several words for people they know, objects they use, and actions they perform in their daily lives. Children use gestures and a few words to tell others about their needs, wants, and interests. Children who do not yet use speech or signs to express themselves may use augmentative and alternative communication (AAC) devices, such as card systems, communication boards, or tablet-based programs.	<ul style="list-style-type: none"> <li>• Objective 9a.4 Names familiar people, animals, and objects</li> </ul>	<p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> <li>• Objective 9a.4 Names familiar people, animals, and objects</li> </ul>
Age: 23-36 months	LD.2.1.36_months	Children use vocabulary about a variety of topics. Children communicate in a way that can be understood by a familiar person who speaks or signs the child's language. Children also combine words into two- or three-word sentences and modify some words (for example, changing verbs to past tense) but with many inaccuracies. Children who do not yet use speech or signs to express themselves may use AAC devices, such as card systems, communication boards, or tablet-based programs.	<ul style="list-style-type: none"> <li>• Objective 9a.4 Names familiar people, animals, and objects</li> <li>• Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</li> <li>• Objective 9c.3</li> </ul>	<p>GOLD® Objectives for Development and Learning</p> <ul style="list-style-type: none"> <li>• Objective 9a.4 Names familiar people, animals, and objects</li> <li>• Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people</li> <li>• Objective 9c.3</li> </ul>
<p>Subcomponent: LD.2.2 - Emerging Conversation Skills: The developing ability to engage in back-and-forth communication. This development occurs in any language, such as the child's home language or any other language that they are developing.</p>				



Age: 4-11 months	LD.2.2.11_months	Children participate in back-and-forth communication through gestures, facial expressions, and sometimes limited verbal responses.	• Objective 10a.2 Engages in simple back-and-forth exchanges with others	GOLD® Objectives for Development and Learning • Objective 10a.2 Engages in simple back-and-forth exchanges with others
Age: 11-23 months	LD.2.2.23_months	Children use gestures, words, or babbles to respond to communication from another person or to start conversations with that person. Children who do not yet use speech or signs to express themselves may use augmentative and alternative communication (AAC) devices, such as card systems, communication boards, or tablet-based programs.	• Objective 10a.3	GOLD® Objectives for Development and Learning • Objective 10a.3
Age: 23-36 months	LD.2.2.36_months	Children engage in back-and-forth conversations in which they respond to another person about the same conversational topic in general. Children who do not yet use speech or signs to express themselves may use AAC devices, such as card systems, communication boards, or tablet-based programs.	• Objective 10a.4 Initiates and attends to brief conversations	GOLD® Objectives for Development and Learning • Objective 10a.4 Initiates and attends to brief conversations
<b>Component: Early Literacy (LD.3)</b> <b>Subcomponent: LD.3.1 - Engagement With Books, Stories, Songs, and Rhymes</b>				
Age: 4-11 months	LD.3.1.11_months	Children watch or listen to a caregiver who is signing or telling a brief story, reading a short book, or signing or reciting a song or rhyme. Children explore books and pictures together with a caregiver.	• Objective 17a.2 Shows interest in books	GOLD® Objectives for Development and Learning • Objective 17a.2 Shows interest in books
Age: 11-23 months	LD.3.1.23_months	Children watch or listen to a caregiver who is signing or telling a story, reading a book, or signing or reciting a song or rhyme. Children interact with books (such as holding, exploring covers and pages, or showing the book to a caregiver). They also participate by pointing at a book, flipping pages, or making one- or twoword comments.	• Objective 17a.2 Shows interest in books	GOLD® Objectives for Development and Learning • Objective 17a.2 Shows interest in books
Age: 23-36 months	LD.3.1.36_months	Children engage with storytelling, books, songs, or rhymes by watching or listening, asking short questions, and making comments. They demonstrate basic understanding of how to interact with a book, such as turning the pages. Children also demonstrate an emerging understanding that written text represents words.	• Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers	GOLD® Objectives for Development and Learning • Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

Subcomponent: LD.3.2 - Understanding Meaning From Books and Stories

Age: 4-11 months	LD.3.2.11_months	Children watch or listen to a caregiver who is signing or telling a brief story, reading a short book, or signing or reciting a song or rhyme. Children explore the pictures and pages of a book while a caregiver reads.	<ul style="list-style-type: none"><li>• Objective 18a.2 Contributes particular language from the book at the appropriate time</li></ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"><li>• Objective 18a.2 Contributes particular language from the book at the appropriate time</li></ul>
Age: 11-23 months	LD.3.2.23_months	Children make connections between words or events in stories or books and in real life. Children participate in storytelling and reading by making one- or two-word comments or pointing to pages in a book while babbling, showing an understanding of elements in the story.	<ul style="list-style-type: none"><li>• Objective 17a.2 Shows interest in books</li></ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"><li>• Objective 17a.2 Shows interest in books</li></ul>
Age: 23-36 months	LD.3.2.36_months	Children show a basic understanding of the main idea or subject of a story or book they have experienced many times.	<ul style="list-style-type: none"><li>• Objective 17a.2 Shows interest in books</li><li>• Objective 18a.1</li><li>• Objective 18a.2 Contributes particular language from the book at the appropriate time</li></ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"><li>• Objective 17a.2 Shows interest in books</li><li>• Objective 18a.1</li><li>• Objective 18a.2 Contributes particular language from the book at the appropriate time</li></ul>

Domain: Cognitive Development  
Component: Exploration (CD.1)

Subcomponent: CD.1.1 - Foundation 1.1: Cause and Effect - The developing understanding that one action brings about another.

Age: 4-11 months	CD.1.1.11_months	Children perform simple actions to make things happen. Children may repeat the same action multiple times. Children purposefully and repeatedly perform simple actions to cause things to happen. Children change the way they perform these actions or interact with objects and people to observe how it changes the outcome.	<ul style="list-style-type: none"><li>• Objective 11b.2 Repeats actions to obtain similar results</li></ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"><li>• Objective 11b.2 Repeats actions to obtain similar results</li></ul>
Age: 11-23 months	CD.1.1.23_months		<ul style="list-style-type: none"><li>• Objective 11b.4 Practices an activity many times until successful</li></ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"><li>• Objective 11b.4 Practices an activity many times until successful</li></ul>

Age: 23-36 months Component: Emergent Mathematical Thinking (CD.2) Subcomponent: CD.2.1 - Number Sense: The developing understanding of number and quantity.	CD.1.1.36_months	Children make simple predictions about what will happen and reflect upon what caused something to happen.	• Objective 11b.4 Practices an activity many times until successful	GOLD® Objectives for Development and Learning • Objective 11b.4 Practices an activity many times until successful
Age: 4-11 months	CD.2.1.11_months	Children notice quantity in their environment using their senses or physically interacting with objects.	• Objective 20b.1	GOLD® Objectives for Development and Learning • Objective 20b.1
Age: 11-23 months	CD.2.1.23_months	Children notice quantity when playing and interacting with objects. Children understand and sometimes use language to refer to quantity (for example, "more" and "all"). Children use number words to refer to quantity or when answering the question "How many?" Children recite parts of the count list, although they may make mistakes (for example, "one, two, four, five").	• Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more	GOLD® Objectives for Development and Learning • Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more
Age: 23-36 months	CD.2.1.36_months		• Objective 20a.3	GOLD® Objectives for Development and Learning • Objective 20a.3
Subcomponent: CD.2.2 - Spatial Thinking: The developing understanding of how things move and fit in space.			• Objective 20b.3	GOLD® Objectives for Development and Learning • Objective 20b.3
Age: 4-11 months	CD.2.2.11_months	Children explore the movement of their bodies, how people and objects move through space, and the size and shape of objects.	• Objective 21a.0 Not Yet	GOLD® Objectives for Development and Learning • Objective 21a.0 Not Yet
Age: 11-23 months	CD.2.2.23_months	Children demonstrate understanding of where objects are located in space, and use trial and error to discover how objects, or their bodies, move and fit in space.	• Objective 21a.2 Follows simple directions related to position ( <em>in</em> , <em>on</em> , <em>under</em> , <em>up</em> , <em>down</em> )	GOLD® Objectives for Development and Learning • Objective 21a.2 Follows simple directions related to position ( <em>in</em> , <em>on</em> , <em>under</em> , <em>up</em> , <em>down</em> )
Age: 23-36 months	CD.2.2.36_months	Children predict how objects will fit and move in space without having to try out every possible solution. Children show understanding of words used to describe sizes (for example, big, small, little), locations (for example, in, on, under) or directions (for example, up, down) in space.	• Objective 21a.4 Follows simple directions related to proximity ( <em>beside</em> , <em>between</em> , <em>next to</em> )	GOLD® Objectives for Development and Learning • Objective 21a.4 Follows simple directions related to proximity ( <em>beside</em> , <em>between</em> , <em>next to</em> )

Subcomponent: CD.2.3 -  
Classification: The developing  
ability to notice similarities and  
differences between objects or  
people, and to classify objects  
according to their characteristics.

Age: 4-11 months	CD.2.3.11_months	Children notice and attend to similarities and differences between objects (for example, based on color, shape, size, or texture) and distinguish between familiar and unfamiliar people, places, or objects.
Age: 11-23 months	CD.2.3.23_months	Children match objects that are the same or sort objects into two groups based on similarities and differences in one attribute (for example, color, shape, size, or texture).
Age: 23-36 months	CD.2.3.36_months	Children sort objects into two or more groups based on similarities and differences in one attribute (for example, color, size, shape, or function). Children sometimes label these groups, although these labels may be overgeneralized (for example, labeling all fruits "banana").

Component: Imitation and Symbolic  
Thinking (CD.3)

Subcomponent: CD.3.1 - Imitation:  
The developing ability to imitate  
the actions, sounds, language, or  
gestures of others, either  
immediately or later.

Age: 11_months	CD.3.1.11_months	Children imitate simple actions, sounds, or facial expressions of others during interactions.
Age: 23_months	CD.3.1.23_months	Children imitate simple actions, sounds, or gestures that they have observed others doing in the moment or at an earlier time.

• Objective 13.1	GOLD® Objectives for Development and Learning • Objective 13.1
• Objective 13.2 Matches similar objects	GOLD® Objectives for Development and Learning • Objective 13.2 Matches similar objects
• Objective 13.4 Places objects in two or more groups based on differences in a single characteristic (e.g., color, size, or shape)	GOLD® Objectives for Development and Learning • Objective 13.4 Places objects in two or more groups based on differences in a single characteristic (e.g., color, size, or shape)
• Objective 14b.1	GOLD® Objectives for Development and Learning • Objective 14b.1
• Objective 12b.2 Looks for familiar persons when they are named; relates objects to events	GOLD® Objectives for Development and Learning • Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
• Objective 14b.2 Imitates actions of others during play; uses real objects as props	GOLD® Objectives for Development and Learning • Objective 14b.2 Imitates actions of others during play; uses real objects as props

Age: 36\_months      CD.3.1.36\_months      Children imitate gestures, language, and actions with multiple steps that they have observed others doing at an earlier time and/or in a different context.

Subcomponent: CD.3.2 - Symbolic Thinking: The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.

Age: 11\_months      CD.3.2.11\_months      Children become familiar with objects and actions through active exploration. Children also build knowledge of people, actions, objects, and ideas through observation.

Age: 23\_months      CD.3.2.23\_months      Children use one object to represent another object. Children engage in one or two simple actions of pretend play.

Age: 36\_months      CD.3.2.36\_months      Children use objects to represent other objects during pretend play. Sometimes children pretend by imagining an object without needing the concrete object present.

Component: Memory (CD.4)

Subcomponent: CD.4.1 - Foundation 4.1: Memory - The developing ability to store and later retrieve information about past experiences.

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Objective 12b.2 Looks for familiar persons when they are named; relates objects to events</li></ul> | GOLD® Objectives for Development and Learning <ul style="list-style-type: none"><li>• Objective 12b.2 Looks for familiar persons when they are named; relates objects to events</li></ul> |
| <ul style="list-style-type: none"><li>• Objective 14b.2 Imitates actions of others during play; uses real objects as props</li></ul>        | GOLD® Objectives for Development and Learning <ul style="list-style-type: none"><li>• Objective 14b.2 Imitates actions of others during play; uses real objects as props</li></ul>        |
| <ul style="list-style-type: none"><li>• Objective 14a.1</li></ul>   | GOLD® Objectives for Development and Learning <ul style="list-style-type: none"><li>• Objective 14a.1</li></ul>   |
| <ul style="list-style-type: none"><li>• Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs</li></ul>        | GOLD® Objectives for Development and Learning <ul style="list-style-type: none"><li>• Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs</li></ul>        |
| <ul style="list-style-type: none"><li>• Objective 14b.2 Imitates actions of others during play; uses real objects as props</li></ul>        | GOLD® Objectives for Development and Learning <ul style="list-style-type: none"><li>• Objective 14b.2 Imitates actions of others during play; uses real objects as props</li></ul>        |
| <ul style="list-style-type: none"><li>• Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs</li></ul>        | GOLD® Objectives for Development and Learning <ul style="list-style-type: none"><li>• Objective 14a.2 Recognizes people, objects, and animals in pictures or photographs</li></ul>        |
| <ul style="list-style-type: none"><li>• Objective 14b.3</li></ul>   | GOLD® Objectives for Development and Learning <ul style="list-style-type: none"><li>• Objective 14b.3</li></ul>   |

Age: 4-11 months      CD.4.1.11\_months      Children recognize familiar people, objects, and routines in the environment. Children show awareness that familiar people still exist even when they are no longer physically present.

Age: 11-23 months      CD.4.1.23\_months      Children remember the typical actions of people, location of objects, and steps of routines. Children use this information as they engage with people or objects or participate in routines doing one or two steps.

Age: 23-36 months      CD.4.1.36\_months      Children anticipate the series of steps in familiar routines or activities, remember characteristics of the environment or people in it, and sometimes communicate about recent past events or act them out.

**Domain: Perceptual and Motor Development**  
**Component: Perceptual Development (PMD.1)**  
**Subcomponent: PMD.1.1 - Foundation 1.1: Perceptual Development - The developing ability to use information from the senses to understand and interact with the social and physical environment.**

Age: 4-11 months      PMD.1.1.11\_months      Children use information from different senses to explore and learn about objects and people in their environment.

<ul style="list-style-type: none"><li>• Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</li></ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"><li>• Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</li></ul>
<ul style="list-style-type: none"><li>• Objective 12a.3</li></ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"><li>• Objective 12a.3</li></ul>
<ul style="list-style-type: none"><li>• Objective 12b.2 Looks for familiar persons when they are named; relates objects to events</li></ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"><li>• Objective 12b.2 Looks for familiar persons when they are named; relates objects to events</li></ul>
<ul style="list-style-type: none"><li>• 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</li></ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"><li>• 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</li></ul>
<ul style="list-style-type: none"><li>• Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support</li></ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"><li>• Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support</li></ul>
<ul style="list-style-type: none"><li>• Objective 11d.2 Uses senses to explore the immediate environment</li></ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"><li>• Objective 11d.2 Uses senses to explore the immediate environment</li></ul>



Age: 11-23 months	PMD.1.1.23_months	Children use the information across different senses to plan actions and adjust the ways they explore and interact with objects, people, and environments.	<ul style="list-style-type: none"> <li>• Objective 11d.2 Uses senses to explore the immediate environment</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>• Objective 11d.2 Uses senses to explore the immediate environment</li> </ul>
Age: 23-36 months <b>Component: Motor Development (PMD.2)</b>	PMD.1.1.36_months	Children can quickly and easily use information across different senses to plan and accomplish tasks as part of play, social interactions, or daily routines.	<ul style="list-style-type: none"> <li>• Objective 11d.4 Explores and investigates ways to make something happen</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>• Objective 11d.4 Explores and investigates ways to make something happen</li> </ul>
<b>Subcomponent: PMD.2.1 - Gross Motor Development: The developing ability to control the large muscles to move and explore.</b>				
Age: 4-11 months	PMD.2.1.11_months	Children develop increasing control of large muscle groups, such as their neck, arms, torso, and legs, helping them maintain or change positions or move short distances.	<ul style="list-style-type: none"> <li>• Objective 4.2 Moves to explore immediate environment</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>• Objective 4.2 Moves to explore immediate environment</li> </ul>
Age: 11-23 months	PMD.2.1.23_months	Children coordinate large muscle groups to move from one place to another, adjusting their movement as needed to adapt to different surfaces and places.	<ul style="list-style-type: none"> <li>• Objective 4.4 Experiments with different ways of moving</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>• Objective 4.4 Experiments with different ways of moving</li> </ul>
Age: 23-36 months	PMD.2.1.36_months	Children demonstrate increasingly complex ways of coordinating their large muscle groups to move and explore in various ways (such as running, jumping, dancing).	<ul style="list-style-type: none"> <li>• Objective 4.4 Experiments with different ways of moving</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>• Objective 4.4 Experiments with different ways of moving</li> </ul>
<b>Subcomponent: PMD.2.2 - Fine Motor Development: The developing ability to use the small muscles of their fingers and hands to explore objects and accomplish tasks.</b>				
Age: 4-11 months	PMD.2.2.11_months	Children use their hands and fingers to explore objects through activities like reaching, grasping, shaking, banging, and poking.	<ul style="list-style-type: none"> <li>• Objective 7a.2 Reaches for, touches, and holds objects purposefully</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>• Objective 7a.2 Reaches for, touches, and holds objects purposefully</li> </ul>
Age: 11-23 months	PMD.2.2.23_months	Children use both hands, together, to manipulate objects.	<ul style="list-style-type: none"> <li>• Objective 7a.4 Uses fingers and whole-arm movements to manipulate and explore objects</li> </ul>	GOLD® Objectives for Development and Learning <ul style="list-style-type: none"> <li>• Objective 7a.4 Uses fingers and whole-arm movements to manipulate and explore objects</li> </ul>



Age: 23-36 months

Children use both hands together to manipulate objects and tools in intricate ways, allowing them to accomplish tasks more precisely and efficiently as part of play and learning.

PMD.2.2.36\_months

- Objective 7a.6 Uses refined wrist and finger movements

- GOLD® Objectives for Development and Learning
- Objective 7a.6 Uses refined wrist and finger movements