TeachingStrategies®

Alignment of

Objectives for Development & Learning

WITH

Washington State Early Learning and Development Guidelines

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

aligned to

Washington State Early Learning and Development Guidelines

Ages: Birth through 5 years – adopted 2012

Young Infants Birth – 11 months

EALR	**WA.1.YI.**	**About me and my family and culture (Young Infants Birth to 11 Months)**
BIG IDEA / CORE CONTENT	**1.YI.1.**	**Family and culture**
CORE CONTENT / CONTENT STANDARD		**Young Infants develop trusting relationships with familiar adults. Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.YI.1.1.**	**Show preference for primary caregivers.** **_GOLD_® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.2 Demonstrates a secure attachment to one or more adults**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.YI.1.2.**	**Smile at, make sounds, and move body to interact with caregivers. Smile, wave or laugh to respond to friendly adults.** **_GOLD_® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.2 Demonstrates a secure attachment to one or more adults**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.YI.1.3.**	**Respond to caregiver's face, words and touch.** **_GOLD_® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.2 Demonstrates a secure attachment to one or more adults**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.YI.1.4.**	**Cry to express or relieve self of a variety of feelings; cry may increase when caregiver listens and responds to child's need.**

		GOLD® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.YI.1.5.	Feel safe releasing feelings (such as by crying, trembling, etc.) in the presence of a familiar adult. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.YI.1.6.	Cry when caregiver is not in sight or cling to caregiver when strangers are nearby. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults
EALR	WA.1.YI.	About me and my family and culture (Young Infants Birth to 11 Months)
BIG IDEA / CORE CONTENT	1.YI.2.	Self-concept
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.YI.2.1.	Respond with movement and/or sounds when someone speaks the child's name. *GOLD*® Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.YI.2.2.	Explore own toes and fingers. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment Objective 29 Demonstrates knowledge about self
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.YI.2.3.	Repeat an action to get more effect (such as wriggling in the crib to shake a mobile hanging above, smiling and cooing to get the caregiver to smile back). *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results

CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.YI.2.4.**	**Show pride (face "lights up") at own behavior.** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
EALR	**WA.1.YI.**	**About me and my family and culture (Young Infants Birth to 11 Months)**
BIG IDEA / CORE CONTENT	**1.YI.3.**	**Self-management**
CORE CONTENT / CONTENT STANDARD		**Young Infants efficiently release tension through babbling, crying, trembling, yawning and laughing. Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.YI.3.1.**	**Cry, make sounds and move body to let caregiver know of the need for help, attention or comfort.** ***GOLD*® Objectives for Development and Learning** **•Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.2 Indicates needs and wants; participates as adult attends to needs**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.YI.3.2.**	**Respond by relaxing or crying harder when adult pays attention. Grow more confident when encouraged to release feelings.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.2 Uses adult support to calm self**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.YI.3.3.**	**Use sounds, facial expressions, and body movements to connect with others and with objects in the environment.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.2 Indicates needs and wants; participates as adult attends to needs**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.YI.3.4.**	**Hold caregiver's attention by babbling, looking at face, etc.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.2 Demonstrates a secure attachment to one or more adults**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.YI.3.5.**	**Look away at times to control the timing of the interaction.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs a. Uses an expanding and expressive vocabulary**

		Objective 9a.2 Vocalizes and gestures to communicate
EALR	**WA.1.YI.**	**About me and my family and culture (Young Infants Birth to 11 Months)**
BIG IDEA / CORE CONTENT	**1.YI.3.**	**Self-management**
CORE CONTENT / CONTENT STANDARD		**Young Infants begin to calm their own feelings. Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.YI.3.6.**	**Use adult to reassure self by cuddling, grasping adult's finger, etc.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.2 Uses adult support to calm self**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.YI.3.7.**	**Comfort self by cooing, babbling, or by clutching, sucking or stroking a favorite blanket or other item.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors a. Manages feelings** Objective 1a.4 Comforts self by seeking out special object or person
EALR	**WA.1.YI.**	**About me and my family and culture (Young Infants Birth to 11 Months)**
BIG IDEA / CORE CONTENT	**1.YI.3.**	**Self-management**
CORE CONTENT / CONTENT STANDARD		**Young Infants use a trusted adult as a secure base from which to explore. Children may...**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.YI.3.8.**	**Move away from adult by rolling, scooting, etc.; look back at adult.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.4 Uses trusted adult as a secure base from which to explore the world**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.YI.3.9.**	**Look for caregiver's response in uncertain situations or when trying something new.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.4 Uses trusted adult as a secure base from which to explore the world**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.YI.3.10.**	**Wait briefly to touch or eat something in response to caregiver's direction.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.4 Uses trusted adult as a secure base from which to explore the world**

EALR	**WA.1.YI.**	**About me and my family and culture (Young Infants Birth to 11 Months)**
BIG IDEA / CORE CONTENT	**1.YI.3.**	**Self-management**
CORE CONTENT / CONTENT STANDARD		**Young Infants begin to notice routines. Children may...**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.YI.3.11.**	**Participate in repeated routines, such as lifting arms toward caregiver to be picked up.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.2 Indicates needs and wants; participates as adult attends to needs**
EALR	**WA.1.YI.**	**About me and my family and culture (Young Infants Birth to 11 Months)**
BIG IDEA / CORE CONTENT	**1.YI.4.**	**Learning about learning**
CORE CONTENT / CONTENT STANDARD		**Young Infants observe and explore their surroundings. Children may...**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.YI.4.1.**	**Explore own body (such as reaching for toes); explore the face and body of caregivers (such as touching ears, hair, hands).** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.YI.4.2.**	**Show preference for certain toys and activities.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.2 Indicates needs and wants; participates as adult attends to needs**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.YI.4.3.**	**Show interest in exploring, feeling and looking at objects new to the child.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.YI.4.4.**	**Use all senses to explore.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.YI.4.5.**	**Begin to act bored (cry, fussy) if activity doesn't change.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.2 Indicates needs and wants; participates as adult attends to needs**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.YI.4.6.**	**Start interactions with familiar adults and children (such as by smiling or making sounds).** ***GOLD*® Objectives for Development and Learning** **• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations** **Objective 10a.1 Emerging to 10a.2 Engages in simple back-and-forth exchanges with others**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.YI.4.7.**	**Start to show the ability to briefly hold in mind a memory of people and things that are out of sight.** ***GOLD*® Objectives for Development and Learning** **• Objective 12 Remembers and connects experiences a. Recognizes and recalls** **Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen**
EALR	**WA.2.YI.**	**Building relationships (Young Infants Birth to 11 Months)**
BIG IDEA / CORE CONTENT	**2.YI.1.**	**Interactions with adults**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.YI.1.1.**	**Smile at adults.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.2 Demonstrates a secure attachment to one or more adults**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.YI.1.2.**	**Respond to contact with adults, and later, initiate, by using vocalization, facial expressions and body movement.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.2 Demonstrates a secure attachment to one or more adults**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.YI.1.3.**	**Enjoy playing with adults (shown by happy gestures, smiles, gurgles, etc.).** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.2 Demonstrates a secure attachment to one or more adults**
EALR	**WA.2.YI.**	**Building relationships (Young Infants Birth to 11 Months)**
BIG IDEA / CORE CONTENT	**2.YI.2.**	**Interactions with children**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.YI.2.1.**	**Smile at other children.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.1 Emerging to 2b.2 Reacts to others' emotional expressions**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.YI.2.2.**	**Initiate contact with other children with vocalizations, facial expressions and body movements.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.YI.2.3.**	**Enjoy interacting with other children (shown by happy gestures, smiles, gurgles, etc.).** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions**
EALR	**WA.2.YI.**	**Building relationships (Young Infants Birth to 11 Months)**
BIG IDEA / CORE CONTENT	**2.YI.3.**	**Social behavior**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.YI.3.1.**	**Notice others' physical characteristics (such as by patting a sibling's hair).** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.YI.3.2.**	**Notice emotional expressions of adults and other children. Imitate facial expressions.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.2 Reacts to others' emotional expressions**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.YI.3.3.**	**Play social games.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.1 Emerging to 2c.2 Plays near other children; uses similar materials or actions**
EALR	**WA.3.YI.**	**Touching, seeing, hearing and moving around (Young Infants Birth to 11 Months)**
BIG IDEA / CORE CONTENT	**3.YI.1.**	**Using the large muscles (gross motor skills)**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.YI.1.1.**	**Lift head; lift head and chest with weight on hands, when lying on stomach.** ***GOLD*® Objectives for Development and Learning** **• Objective 5 Demonstrates balancing skills** **Objective 5.1 Emerging to 5.2 Balances while exploring immediate environment**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.YI.1.2.**	**Hold head upright and steady without support.** ***GOLD*® Objectives for Development and Learning** **• Objective 5 Demonstrates balancing skills** **Objective 5.1 Emerging to 5.2 Balances while exploring immediate environment**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.YI.1.3.**	**When lying on back, bend at hips to lift feet, reach with hands and arms, move head side to side; begin to notice own hands.** ***GOLD*® Objectives for Development and Learning** **• Objective 5 Demonstrates balancing skills** **Objective 5.1 Emerging to 5.2 Balances while exploring immediate environment**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.YI.1.4.**	**Roll from back to side, back to front and front to back with increasing control.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.2 Moves to explore immediate environment**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.YI.1.5.**	**Move to explore (roll, crawl, scoot, creep).**

		***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.2 Moves to explore immediate environment**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.YI.1.6.**	**Sit with support; and later, sit without support.** ***GOLD*® Objectives for Development and Learning** **• Objective 5 Demonstrates balancing skills** **Objective 5.2 Balances while exploring immediate environment**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.YI.1.7.**	**Stand with support.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.1 Emerging to 4.2 Moves to explore immediate environment**
EALR	**WA.3.YI.**	**Touching, seeing, hearing and moving around (Young Infants Birth to 11 Months)**
BIG IDEA / CORE CONTENT	**3.YI.2.**	**Using the small muscles (fi ne motor skills)**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.YI.2.1.**	**Grasp caregiver's fingers.** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.2 Reaches for, touches, and holds objects purposefully**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.YI.2.2.**	**Play with own hands by touching them together.** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.2 Reaches for, touches, and holds objects purposefully**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.YI.2.3.**	**Reach for toys, objects and bottles with both hands.** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.2 Reaches for, touches, and holds objects purposefully**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.YI.2.4.**	**Transfer toys or objects from hand to hand.** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and**

		hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.YI.2.5.	Reach, grasp and release objects. *GOLD*® Objectives for Development and Learning • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
EALR	WA.3.YI.	Touching, seeing, hearing and moving around (Young Infants Birth to 11 Months)
BIG IDEA / CORE CONTENT	3.YI.3.	Using the senses (sensorimotor skills)
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.YI.3.1.	Turn toward sound and touch. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.YI.3.2.	Focus eyes on near and far objects; recognize familiar people and things at a distance. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.YI.3.3.	Follow moving things with eyes. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.YI.3.4.	Explore things nearby with mouth and hands. *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.YI.3.5.	Actively play, exploring and interacting with what's nearby. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and

		motivation Objective 11d.2 Uses senses to explore the immediate environment
EALR	WA.4.YI.	Growing up healthy (Young Infants Birth to 11 Months)
BIG IDEA / CORE CONTENT	4.YI.1.	Daily living skills (personal health and hygiene)
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	4.YI.1.1.	Soothe self and fall asleep. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
CONTENT STANDARD / PERFORMANCE EXPECTATION	4.YI.1.2.	Participate in dressing. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
EALR	WA.4.YI.	Growing up healthy (Young Infants Birth to 11 Months)
BIG IDEA / CORE CONTENT	4.YI.2.	Nutrition and health
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	4.YI.2.1.	Suck and swallow. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
CONTENT STANDARD / PERFORMANCE EXPECTATION	4.YI.2.2.	Connect breast or bottle with getting fed. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
CONTENT STANDARD / PERFORMANCE EXPECTATION	4.YI.2.3.	Help caregiver hold the bottle. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately

		Objective 1c.2 Indicates needs and wants; participates as adult attends to needs
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.YI.2.4.**	**Chew and bite; eat finger foods.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.2 Indicates needs and wants; participates as adult attends to needs**
EALR	**WA.4.YI.**	**Growing up healthy (Young Infants Birth to 11 Months)**
BIG IDEA / CORE CONTENT	**4.YI.3.**	**Safety**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.YI.3.1.**	**Prefer caregiver over a stranger.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.2 Demonstrates a secure attachment to one or more adults**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.YI.3.2.**	**Stop/wait when caregiver says "no" or gives a nonverbal cue for alarm/danger.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations** **Objective 1b.2 Responds to changes in an adult's tone of voice and expression**
EALR	**WA.5.YI.**	**Communicating (literacy) (Young Infants Birth to 11 Months)**
BIG IDEA / CORE CONTENT	**5.YI.1.**	**Speaking and listening (language development)**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.YI.1.1.**	**Show interest in speech of others.** ***GOLD*® Objectives for Development and Learning** **• Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.2 Shows an interest in the speech of others**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.YI.1.2.**	**Cry, coo and make other sounds.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.2 Vocalizes and gestures to communicate**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.YI.1.3.**	**Cry in different ways depending on whether hungry, in pain or tired.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.2 Vocalizes and gestures to communicate**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.YI.1.4.**	**Imitate adult facial expressions.** ***GOLD*® Objectives for Development and Learning** **• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations** **Objective 10a.1 Emerging to 10a.2 Engages in simple back-and-forth exchanges with others**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.YI.1.5.**	**Respond when the child's name is called.** ***GOLD*® Objectives for Development and Learning** **• Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.2 Shows an interest in the speech of others**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.YI.1.6.**	**Vocalize, squeal, laugh and gesture to communicate.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.2 Vocalizes and gestures to communicate**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.YI.1.7.**	**Babble, try to talk and copy sounds.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs b. Speaks clearly** **Objective 9b.2 Babbles strings of single consonant sounds and combines sounds**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.YI.1.8.**	**Begin to say consonant sounds, such as "m," "b."** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs b. Speaks clearly** **Objective 9b.2 Babbles strings of single consonant sounds and combines sounds**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.YI.1.9.**	**Pay attention to what adult is looking at or pointing to.** ***GOLD*® Objectives for Development and Learning** **• Objective 8 Listens to and understands increasingly complex language a. Comprehends language**

		Objective 8a.2 Shows an interest in the speech of others
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.YI.1.10.**	**Use a variety of sounds to express emotions.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.2 Vocalizes and gestures to communicate**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.YI.1.11.**	**Reach and point to communicate.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.2 Vocalizes and gestures to communicate**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.YI.1.12.**	**Follow simple requests.** ***GOLD*® Objectives for Development and Learning** **• Objective 8 Listens to and understands increasingly complex language b. Follows directions** **Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.YI.1.13.**	**Take turn in "conversation" or vocal play with adults.** ***GOLD*® Objectives for Development and Learning** **• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations** **Objective 10a.2 Engages in simple back-and-forth exchanges with others**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.YI.1.14.**	**Say first word.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.3 Emerging to 9a.4 Names familiar, people, animals, and objects**
EALR	**WA.5.YI.**	**Communicating (literacy) (Young Infants Birth to 11 Months)**
BIG IDEA / CORE CONTENT	**5.YI.2.**	**Reading**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.YI.2.1.**	**Imitate sounds of language.** ***GOLD*® Objectives for Development and Learning**

		• Objective 9 Uses language to express thoughts and needs b. Speaks clearly Objective 9b.2 Babbles strings of single consonant sounds and combines sounds
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.YI.2.2.	Show awareness of the sounds of spoken words by focusing on the person speaking. *GOLD*® Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.YI.2.3.	Explore books' physical features (such as by chewing on cloth books). *GOLD*® Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.YI.2.4.	Focus attention for a short period of time when looking at books. *GOLD*® Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.YI.2.5.	Begin to participate in stories, songs and finger plays. *GOLD*® Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
EALR	WA.5.YI.	Communicating (literacy) (Young Infants Birth to 11 Months)
BIG IDEA / CORE CONTENT	5.YI.3.	Writing
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.YI.3.1.	Watch when someone writes or draws. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
EALR	WA.6.YI.	Learning about my world (Young Infants Birth to 11 Months)
BIG IDEA / CORE CONTENT	6.YI.1.	Knowledge (cognition)

CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.YI.1.1.	Pay attention to sights and sounds. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.YI.1.2.	Look for dropped object. *GOLD*® Objectives for Development and Learning • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.1 Emerging to 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.YI.1.3.	Gaze at and track an object with his/her eyes. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.YI.1.4.	Act to trigger a pleasing sight, sound or motion, such as kicking at a mobile; repeat actions many times to cause a desired effect. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.YI.1.5.	Show curiosity about things and try to get things that are out of reach. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.YI.1.6.	Imitate sounds; imitate actions, such as clapping hands, pushing a toy. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.YI.1.7.	Search for a hidden object. *GOLD*® Objectives for Development and Learning • Objective 12 Remembers and connects experiences a. Recognizes and recalls

		Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
EALR	**WA.6.YI.**	**Learning about my world (Young Infants Birth to 11 Months)**
BIG IDEA / CORE CONTENT	**6.YI.2.**	**Math**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.YI.2.1.**	**Play with toys and things of different sizes and shapes.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.YI.2.2.**	**Anticipate "more" during routines.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations b. Quantifies** **Objective 20b.1 Emerging to 20b.2 Demonstrates understanding of the concepts of one, two, and more**
EALR	**WA.6.YI.**	**Learning about my world (Young Infants Birth to 11 Months)**
BIG IDEA / CORE CONTENT	**6.YI.3.**	**Science**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.YI.3.1.**	**Use the senses (mouthing, watching, grasping, reaching) to get information and explore what's nearby.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.YI.3.2.**	**Use more than one sense at a time, such as when looking at, feeling and shaking a rattle.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.YI.3.3.**	**Repeat behaviors to figure out cause and effect. For example, a toy released high always goes down (law of gravity).**

		***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.2 Repeats actions to obtain similar results**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.YI.3.4.**	**Enjoy filling containers and dumping them out.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.2 Repeats actions to obtain similar results**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.YI.3.5.**	**Show interest in animals and pictures of animals.** ***GOLD*® Objectives for Development and Learning** **• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically** **Objective 14a.1 Emerging to 14a.2 Recognizes people, objects, and animals in pictures or photographs**
EALR	**WA.6.YI.**	**Learning about my world (Young Infants Birth to 11 Months)**
BIG IDEA / CORE CONTENT	**6.YI.4.**	**Social Studies**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.YI.4.1.**	**Show interest in people.** ***GOLD*® Objectives for Development and Learning** **• Objective 30 Shows basic understanding of people and how they live**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.YI.4.2.**	**Notice daily routines.** ***GOLD*® Objectives for Development and Learning** **• Objective 31 Explores change related to familiar people or places**
EALR	**WA.6.YI.**	**Learning about my world (Young Infants Birth to 11 Months)**
BIG IDEA / CORE CONTENT	**6.YI.5.**	**Arts**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.YI.5.1.**	**Gaze at pictures, photos and mirror images.** ***GOLD*® Objectives for Development and Learning** **• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically** **Objective 14a.1 Emerging to 14a.2 Recognizes people, objects, and animals in pictures or photographs**

CONTENT STANDARD / PERFORMANCE EXPECTATION	6.YI.5.2.	Show interest in sounds, tones, voices, music, colors and shapes. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.2 Pays attention to sights and sounds
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.YI.5.3.	Notice and move to music and/or rhythms. *GOLD*® Objectives for Development and Learning • Objective 35 Explores dance and movement concepts

Older Infants 9 to 18 months

EALR	WA.1.OI.	About me and my family and culture (Older Infants 9 to 18 Months)
BIG IDEA / CORE CONTENT	1.OI.1.	Family and culture
CORE CONTENT / CONTENT STANDARD		Older Infants develop trusting relationships with familiar adults. Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.OI.1.1.	Respond when someone speaks the child's name. *GOLD*® Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.OI.1.2.	Seek out trusted caregiver(s) for comfort and support. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.2 Uses adult support to calm self
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.OI.1.3.	Demonstrate fear of unknown people and places. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults

		Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
EALR	**WA.1.OI.**	**About me and my family and culture (Older Infants 9 to 18 Months)**
BIG IDEA / CORE CONTENT	**1.OI.2.**	**Self-concept**
CORE CONTENT / CONTENT STANDARD		**Older Infants show their preferences. Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.OI.2.1.**	**Protest when does not want to do something; know what he or she likes to do.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations** **Objective 1b.3 Emerging to 1b.4 Accepts redirection from adults**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.OI.2.2.**	**Point to indicate what he or she wants.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.4 Seeks to do things for self**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.OI.2.3.**	**Choose things to play with.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.4 Seeks to do things for self**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.OI.2.4.**	**Try to do things on own. Show joy when completing a simple task.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.4 Seeks to do things for self**
EALR	**WA.1.OI.**	**About me and my family and culture (Older Infants 9 to 18 Months)**
BIG IDEA / CORE CONTENT	**1.OI.3.**	**Self-management**
CORE CONTENT / CONTENT STANDARD		**Older Infants use trusted adult as a secure base from which to explore. Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.OI.3.1.**	**Look for caregiver's response in uncertain situations or when trying something new. Test caregiver's response, such as reaching for a forbidden object, then looking to see how caregiver responds.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations** **Objective 1b.3 Emerging to 1b.4 Accepts redirection from adults**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.OI.3.2.**	**Move away from caregiver to explore environment; may do so repeatedly.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.4 Uses trusted adult as a secure base from which to explore the world**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.OI.3.3.**	**Pay attention to an object a caregiver is looking at or talking about.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.4 Uses trusted adult as a secure base from which to explore the world**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.OI.3.4.**	**Make an effort at times to reengage a caregiver's attention if he or she is distracted.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.2 Demonstrates a secure attachment to one or more adults**
EALR	**WA.1.OI.**	**About me and my family and culture (Older Infants 9 to 18 Months)**
BIG IDEA / CORE CONTENT	**1.OI.3.**	**Self-management**
CORE CONTENT / CONTENT STANDARD		**Older Infants begin to participate in repeated routines. Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.OI.3.5.**	**Participate in repeated routines, such as lifting arms toward caregiver to be picked up.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.4 Seeks to do things for self**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.OI.3.6.**	**Follow some rules and routines, and simple directions.** ***GOLD*® Objectives for Development and Learning** **• Objective 8 Listens to and understands increasingly complex language b. Follows directions** **Objective 8b.4 Follows simple requests not accompanied by gestures**
EALR	**WA.1.OI.**	**About me and my family and culture (Older Infants 9 to 18 Months)**
BIG IDEA / CORE CONTENT	**1.OI.3.**	**Self-management**
CORE CONTENT / CONTENT STANDARD		**Older infants continue to express emotions. Children may . . .**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.OI.3.7.**	**Either relax or cry harder when adult pays attention. Grow more confident when encouraged to release strong feelings.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.4 Comforts self by seeking out special object or person**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.OI.3.8.**	**Express and respond to a variety of emotions.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.2 Reacts to others' emotional expressions**
EALR	**WA.1.OI.**	**About me and my family and culture (Older Infants 9 to 18 Months)**
BIG IDEA / CORE CONTENT	**1.OI.4.**	**Learning to learn**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.OI.4.1.**	**Use all senses and a variety of motions to explore.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.OI.4.2.**	**Learn through play and interaction with others.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.2 Plays near other children; uses similar materials or actions**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.OI.4.3.**	**Try different approaches to reaching a desired object or achieving a goal.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.OI.4.4.**	**Make creative use of items, such as turning a bucket upside down to be the base for a tower.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** **Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.OI.4.5.**	**Actively play games with caregivers that involve repetition, such as peek-a-boo; anticipate own turn.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.OI.4.6.**	**Experiment to see if objects have the same effects, such as shaking a stuffed animal to see if it makes a noise like a rattle.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.2 Repeats actions to obtain similar results**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.OI.4.7.**	**Apply something already learned to something new, such as banging on a drum to make a sound, then banging on a bucket.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.3 Emerging to 11d.4 Explores and investigates ways to make something happen**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.OI.4.8.**	**Repeat a simple activity until successful.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.4 Practices an activity many times until successful**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.OI.4.9.**	**Say focused on an activity for a sustained period of time.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.OI.4.10.**	**Begin to be able to hold information in mind (such as the location of a hidden object) and keep track of simple changes (track the movement of a hidden object).** ***GOLD*® Objectives for Development and Learning** **• Objective 12 Remembers and connects experiences a. Recognizes and recalls** **Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen**
EALR	**WA.2.OI.**	**Building relationships (Older Infants 9 to 18 Months)**

BIG IDEA / CORE CONTENT	**2.OI.1.**	**Interactions with adults**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.OI.1.1.**	**Enjoy playing with adults.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.3 Emerging to 2a.4 Uses trusted adult as a secure base from which to explore the world**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.OI.1.2.**	**Follow adult's pointing or gaze to share the same activity or topic.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.3 Emerging to 2a.4 Uses trusted adult as a secure base from which to explore the world**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.OI.1.3.**	**Initiate interactions by smiling, with vocalizations or gestures.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.3 Emerging to 2a.4 Uses trusted adult as a secure base from which to explore the world**
EALR	**WA.2.OI.**	**Building relationships (Older Infants 9 to 18 Months)**
BIG IDEA / CORE CONTENT	**2.OI.2.**	**Interactions with peers**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.OI.2.1.**	**Respond to others' smiles and emotions. React when someone is crying or upset.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.2 Reacts to others' emotional expressions**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.OI.2.2.**	**Show interest in other children by watching and trying to imitate them (such as following an older sibling around).** ***GOLD*® Objectives for Development and Learning**

		• Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
CONTENT STANDARD / PERFORMANCE EXPECTATION	2.OI.2.3.	Recognize other children, their names and their family members. *GOLD*® Objectives for Development and Learning • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
EALR	WA.2.OI.	Building relationships (Older Infants 9 to 18 Months)
BIG IDEA / CORE CONTENT	2.OI.3.	Social behavior
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	2.OI.3.1.	Laugh when others laugh. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions
CONTENT STANDARD / PERFORMANCE EXPECTATION	2.OI.3.2.	Interact with children; notice similarities and differences. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions
CONTENT STANDARD / PERFORMANCE EXPECTATION	2.OI.3.3.	Take turns in social games. *GOLD*® Objectives for Development and Learning • Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others Objective 3a.4 Take turns
EALR	WA.2.OI.	Building relationships (Older Infants 9 to 18 Months)
BIG IDEA / CORE CONTENT	2.OI.4.	Problem solving, conflict resolution
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	2.OI.4.1.	Accept adults stepping in when there are disputes over toys and play. *GOLD*® Objectives for Development and Learning • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.3 Emerging to 3b.4 Seeks adult help to resolve social problems

EALR	**WA.3.OI.**	**Touching, seeing, hearing and moving around (Older Infants 9 to 18 Months)**
BIG IDEA / CORE CONTENT	**3.OI.1.**	**Using the large muscles (gross motor skills)**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.OI.1.1.**	**Rock back and forth on hands and knees; creep or crawl.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.2 Moves to explore immediate environment** **• Objective 5 Demonstrates balancing skills** **Objective 5.2 Balances while exploring immediate environment**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.OI.1.2.**	**Pull self-ups to a stand, holding onto something or someone.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.2 Moves to explore immediate environment**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.OI.1.3.**	**Walk holding onto furniture ("cruising").** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.2 Moves to explore immediate environment**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.OI.1.4.**	**Walk.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.4 Experiments with different ways of moving**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.OI.1.5.**	**Climb.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.4 Experiments with different ways of moving**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.OI.1.6.**	**Dance or move to music.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.4 Experiments with different ways of moving**
EALR	**WA.3.OI.**	**Touching, seeing, hearing and moving around (Older Infants 9 to 18 Months)**
BIG IDEA / CORE CONTENT	**3.OI.2.**	**Using the small muscles (fi ne motor skills)**

CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.OI.2.1.**	**Use fingers and toes in play.** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.OI.2.2.**	**Manipulate balls and other toys. Enjoy using different ways to manipulate, such as pounding, tapping, etc.** ***GOLD*® Objectives for Development and Learning** **• Objective 6 Demonstrates gross-motor manipulative skills** **Objective 6.4 Manipulates balls or similar objects with stiff body movements**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.OI.2.3.**	**Pick up things (such as cereal O's) between thumb and forefinger.** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.OI.2.4.**	**Coordinate eye and hand movements, such as putting things into a box.** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects**
EALR	**WA.3.OI.**	**Touching, seeing, hearing and moving around (Older Infants 9 to 18 Months)**
BIG IDEA / CORE CONTENT	**3.OI.3.**	**Using the senses (sensorimotor skills)**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.OI.3.1.**	**Use sense of smell, touch, taste, sight and hearing to experience objects.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.OI.3.2.**	**Enjoy exploring and responding to different textures, such as hard tabletops or soft cushions.**

		***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
EALR	**WA.4.OI.**	**Growing up healthy (Older Infants 9 to 18 Months)**
BIG IDEA / CORE CONTENT	**4.OI.1.**	**Daily living skills (personal health and hygiene)**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.OI.1.1.**	**Begin to be aware of own needs (cry when need changing, get blanket when tired, etc.).** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.4 Seeks to do things for self**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.OI.1.2.**	**Soothe self and fall asleep.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.4 Comforts self by seeking out special object or person**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.OI.1.3.**	**Help with dressing, undressing and diapering.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.4 Seeks to do things for self**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.OI.1.4.**	**Wash and dry hands, with help.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.4 Seeks to do things for self**
EALR	**WA.4.OI.**	**Growing up healthy (Older Infants 9 to 18 Months)**
BIG IDEA / CORE CONTENT	**4.OI.2.**	**Nutrition and health**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.OI.2.1.**	**Grasp and drink from a cup.** ***GOLD*® Objectives for Development and Learning**

		• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
CONTENT STANDARD / PERFORMANCE EXPECTATION	4.OI.2.2.	Feed self with a spoon. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
CONTENT STANDARD / PERFORMANCE EXPECTATION	4.OI.2.3.	Eat finger foods. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
CONTENT STANDARD / PERFORMANCE EXPECTATION	4.OI.2.4.	Eat a variety of nutritious foods. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
CONTENT STANDARD / PERFORMANCE EXPECTATION	4.OI.2.5.	Be able to control the speed of eating. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self
EALR	WA.4.OI.	Growing up healthy (Older Infants 9 to 18 Months)
BIG IDEA / CORE CONTENT	4.OI.3.	Safety
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	4.OI.3.1.	Be able to tell who are his or her main caregivers and family, and who strangers are. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
CONTENT STANDARD / PERFORMANCE EXPECTATION	4.OI.3.2.	Be distracted from unsafe behavior with words (such as “no-no” or “stop”) or signals from adults.

		***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations** **Objective 1b.2 Responds to changes in an adult's tone of voice and expression**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.OI.3.3.**	**Look to adults before initiating an unsafe behavior.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations** **Objective 1b.2 Responds to changes in an adult's tone of voice and expression**
EALR	**WA.5.OI.**	**Communicating (literacy) (Older Infants 9 to 18 Months)**
BIG IDEA / CORE CONTENT	**5.OI.1.**	**Speaking and listening (language development)**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.OI.1.1.**	**Turn to the person speaking, and pay attention to what the speaker is looking at or pointing to.** ***GOLD*® Objectives for Development and Learning** **• Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.2 Shows an interest in the speech of others**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.OI.1.2.**	**Turn, stop or speak when name is called.** ***GOLD*® Objectives for Development and Learning** **• Objective 8 Listens to and understands increasingly complex language a. Comprehends language** **Objective 8a.2 Shows an interest in the speech of others**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.OI.1.3.**	**Respond appropriately to familiar words (such as clapping when caregiver says "Clap").** ***GOLD*® Objectives for Development and Learning** **• Objective 8 Listens to and understands increasingly complex language b. Follows directions** **Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.OI.1.4.**	**Point to familiar persons and things in answer to the question "Where is _____?"** ***GOLD*® Objectives for Development and Learning** **• Objective 8 Listens to and understands increasingly complex language a. Comprehends language**

		Objective **8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.OI.1.5.**	**Use words, sounds and gestures to get attention, make requests, comment, greet.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.4 Names familiar, people, animals, and objects**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.OI.1.6.**	**Use consistent sounds to indicate a specific person or thing, such as saying "dada" for daddy.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.4 Names familiar, people, animals, and objects**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.OI.1.7.**	**Name familiar people, animals and objects.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.4 Names familiar, people, animals, and objects**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.OI.1.8.**	**Use eight to 20 understandable words in home language.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs b. Speaks clearly** **Objective 9b.4 Uses some words and word-like sounds and is understood by most familiar people**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.OI.1.9.**	**Use single-word speech (such as saying "Up" to be picked up) and short, two-word sentences ("Me go.").** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.2 Uses one- or two-word sentences or phrases**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.OI.1.10.**	**If learning two languages, may not use words in the second language, but communicate with gestures and facial expressions.** ***GOLD*® Objectives for Development and Learning** **• Objective 38 Demonstrates progress in speaking English** **Objective 38.2 Repeats sounds and words in English, sometimes very quietly**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.OI.1.11.**	**Take part in simple conversations.** ***GOLD*® Objectives for Development and Learning** **• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations** **Objective 10a.3 Emerging to 10a.4 Initiates and attends to brief conversations**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.OI.1.12.**	**Enjoy following single-step directions. ("Bring me the ball")** ***GOLD*® Objectives for Development and Learning** **• Objective 8 Listens to and understands increasingly complex language b. Follows directions** **Objective 8b.4 Follows simple requests not accompanied by gestures**
EALR	**WA.5.OI.**	**Communicating (literacy) (Older Infants 9 to 18 Months)**
BIG IDEA / CORE CONTENT	**5.OI.2.**	**Reading**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.OI.2.1.**	**Make the sounds of familiar words when read to.** ***GOLD*® Objectives for Development and Learning** **• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections** **Objective 18a.1 Emerging to 18a.2 Contributes particular language from the book at the appropriate time**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.OI.2.2.**	**Show awareness of the sounds of spoken words by focusing on the person speaking.** ***GOLD*® Objectives for Development and Learning** **• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.OI.2.3.**	**Point to pictures and words in book; have favorite books; increasingly able to handle books, with help; try to turn pages.** ***GOLD*® Objectives for Development and Learning** **• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.OI.2.4.**	**Bring a book to an adult to read aloud.** ***GOLD*® Objectives for Development and Learning**

		• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.OI.2.5.	Focus attention for a short period of time when looking at books. *GOLD*® Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.OI.2.6.	Participate in stories, songs, finger plays and rhymes. *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds
EALR	WA.5.OI.	Communicating (literacy) (Older Infants 9 to 18 Months)
BIG IDEA / CORE CONTENT	5.OI.3.	Writing
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.OI.3.1.	Scribble or make marks on paper without help. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.2 Makes scribbles or marks • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.2 Uses drawing, dictation, and scribbles or marks to convey a message
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.OI.3.2.	Grasp marker or crayon with fist and mark on paper in any location. *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper
EALR	WA.6.OI.	Learning about my world (Older Infants 9 to 18 Months)
BIG IDEA / CORE CONTENT	6.OI.1.	Knowledge (cognition)
CORE CONTENT / CONTENT STANDARD		Children may . . .

CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.1.1.**	**Observe others' activities. Then imitate their actions, gestures and sounds.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** **Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.1.2.**	**Use imitation to make a desired effect, such as activating a toy, or obtaining an object.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** **Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.1.3.**	**Explore things in many ways, such a shaking, banging, poking and throwing.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.3 Emerging to 11d.4 Explores and investigates ways to make something happen**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.1.4.**	**Enjoy playing hiding games; locate an object that has been hidden from view.** ***GOLD*® Objectives for Development and Learning** **• Objective 12 Remembers and connects experiences a. Recognizes and recalls** **Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.1.5.**	**Use objects as intended, such as pushing buttons on a toy phone, or drinking from a cup.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.3 Emerging to 11d.4 Explores and investigates ways to make something happen**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.1.6.**	**Use objects as a means to an end, such as using a bucket to take toys from one place to another.** ***GOLD*® Objectives for Development and Learning** **• 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**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.1.7.**	**Seek caregiver's help by making sounds, words, facial expressions or gestures to obtain an object or start an activity.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning a. Attends and engages** **Objective 11a.3 Emerging to 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.1.8.**	**Match similar objects.** ***GOLD*® Objectives for Development and Learning** **• Objective 13 Uses classification skills** **Objective 13.2 Matches similar objects**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.1.9.**	**Begin make-believe play and imitate the actions of others, such as rocking and feeding a baby doll.** ***GOLD*® Objectives for Development and Learning** **• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.2 Imitates actions of others during play; uses real objects as props**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.1.10.**	**Explore objects in nonconventional ways.** ***GOLD*® Objectives for Development and Learning** **• Objective Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking** **Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways**
EALR	**WA.6.OI.**	**Learning about my world (Older Infants 9 to 18 Months)**
BIG IDEA / CORE CONTENT	**6.OI.2.**	**Math**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.2.1.**	**Understand the idea of "more" related to food or play. Use gestures to ask for more.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations b. Quantifies** **Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.2.2.**	**Imitate rote counting using some names of numbers.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations a. Counts** **Objective 20a.2 Verbally counts (not always in the correct order)**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.2.3.**	**Play with toys and objects of different size and shape.** ***GOLD*® Objectives for Development and Learning** **• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes** **Objective 21b.1 Emerging to 21b.2 Matches two identical shapes**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.2.4.**	**Put things together, such as simple matching puzzles, nesting cups.** ***GOLD*® Objectives for Development and Learning** **• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes** **Objective 21b.1 Emerging to 21b.2 Matches two identical shapes**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.2.5.**	**Follow simple directions that use words like "in," "on," "up" and "down."** ***GOLD*® Objectives for Development and Learning** **• Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** **Objective 21a.2 Follows simple directions related to position (in, on, under, up, down)**
EALR	**WA.6.OI.**	**Learning about my world (Older Infants 9 to 18 Months)**
BIG IDEA / CORE CONTENT	**6.OI.3.**	**Science**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.3.1.**	**Take action to achieve a goal, such as fitting puzzle pieces together, or activating a toy.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.3.2.**	**Express surprise and delight to play outdoors and with natural elements, such as water, sand and mud.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.2 Uses senses to explore the immediate environment**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.3.3.**	**Express excitement when seeing animals, birds and fish. Show interest in animals and representations of animals.** ***GOLD*® Objectives for Development and Learning** **• Objective 25 Demonstrates knowledge of the characteristics of living things**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.3.4.**	**Notice the characteristics of natural things, such as leaves, or events, such as rain or wind.** ***GOLD*® Objectives for Development and Learning** **• Objective 25 Demonstrates knowledge of the characteristics of living things**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.3.5.**	**Respond to caregiver's guidance on how to act appropriately toward and around living things.** ***GOLD*® Objectives for Development and Learning** **• Objective 25 Demonstrates knowledge of the characteristics of living things**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.3.6.**	**Enjoy using or playing with technology objects, such as a wind-up toy.** ***GOLD*® Objectives for Development and Learning** **• Objective 28 Uses tools and other technology to perform tasks**
EALR	**WA.6.OI.**	**Learning about my world (Older Infants 9 to 18 Months)**
BIG IDEA / CORE CONTENT	**6.OI.4.**	**Social Studies**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.4.1.**	**Be eager for regular daily activities.** ***GOLD*® Objectives for Development and Learning** **• Objective 31 Explores change related to familiar people or places**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.4.2.**	**Recognize the start and end of an event (such as by clapping at the end of a song).** ***GOLD*® Objectives for Development and Learning** **• Objective 31 Explores change related to familiar people or places**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.4.3.**	**Explore spaces, such as trying to fit into an open cardboard box.** ***GOLD*® Objectives for Development and Learning** **• Objective 32 Demonstrates simple geographic knowledge**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.4.4.**	**Recognize some familiar places, such as home, store, grandma's house.** ***GOLD*® Objectives for Development and Learning** **• Objective 32 Demonstrates simple geographic knowledge**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.4.5.**	**Know where favorite toys or foods are kept.** ***GOLD*® Objectives for Development and Learning** **• Objective 12 Remembers and connects experiences b. Makes connections**

		Objective 12b.2 Looks for familiar persons when they are named; relates objects to events
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.4.6.**	**Know where the trash can and recycle bin are.** ***GOLD*® Objectives for Development and Learning** **• Objective 27 Demonstrates knowledge of Earth's environment**
EALR	**WA.6.OI.**	**Learning about my world (Older Infants 9 to 18 Months)**
BIG IDEA / CORE CONTENT	**6.OI.5.**	**Arts**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.5.1.**	**Try a variety of art materials, such as paint, crayons, markers, play dough, clay.** ***GOLD*® Objectives for Development and Learning** **• Objective 33 Explores the visual arts**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.5.2.**	**Try a variety of sound sources, such as rattles, bells, drums.** ***GOLD*® Objectives for Development and Learning** **• Objective 34 Explores musical concepts and expression**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.5.3.**	**Show interest in sounds, tones, voices, music, colors and shapes.** ***GOLD*® Objectives for Development and Learning** **• Objective 33 Explores the visual arts** **• Objective 34 Explores musical concepts and expression**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.OI.5.4.**	**Enjoy rhythms and movement.** ***GOLD*® Objectives for Development and Learning** **• Objective 34 Explores musical concepts and expression** **• Objective 35 Explores dance and movement concepts**

Toddlers 16 to 36 Months

EALR	**WA.1.T.**	**About me and my family and culture (Toddlers 16 to 36 Months)**
BIG IDEA / CORE CONTENT	**1.T.1.**	**Family and culture**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.T.1.1.**	**Have a relationship with caregivers or family other than the parents or main caregiver.**

		***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.4 Uses trusted adult as a secure base from which to explore the world**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.T.1.2.**	**Show preference for familiar adults and peers.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.4 Uses trusted adult as a secure base from which to explore the world** **• Objective 2 Establishes and sustains positive relationships d. Makes friends** **Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.T.1.3.**	**Feel comfortable in a variety of places with familiar adults (such as at home, in the car, store or playground).** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.4 Uses trusted adult as a secure base from which to explore the world**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.T.1.4.**	**Express caution or fear toward unfamiliar people.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.5 Emerging to 2a.6 Manages separations without distress and engages with trusted adults**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.T.1.5.**	**Recognize roles within the family.** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.T.1.6.**	**Participate in family routines.** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.T.1.7.**	**Enjoy stories, songs and poems about a variety of people and cultures.** ***GOLD*® Objectives for Development and Learning** **• Objective 30 Shows basic understanding of people and how they live**
EALR	**WA.1.T.**	**About me and my family and culture (Toddlers 16 to 36 Months)**

BIG IDEA / CORE CONTENT	1.T.2.	Self-concept
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.2.1.	Separate from main caregiver when in familiar settings outside the home. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.2.2.	Recognize and call attention to self in a mirror or in photographs. *GOLD*® Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.2.3.	Show awareness of being seen by others (such as repeating an action when sees someone is watching). *GOLD*® Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.2.4.	Show self-confidence; try new things. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.2.5.	Make choices (such as what clothes to wear) and have favorite books, toys and activities. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.2.6.	Take pride in showing completed projects (such as a drawing or stack of blocks) to caregiver. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.2.7.	Name and express many emotions in self, familiar people, pets. *GOLD*® Objectives for Development and Learning

		• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.5 Emerging to 2b.6 Identifies basic emotional reactions of others and their causes accurately
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.2.8.	Seek the comfort of adults significant to him/her when in new or uncomfortable situations, or needing help, or feeling strong emotions. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
EALR	WA.1.T.	About me and my family and culture (Toddlers 16 to 36 Months)
BIG IDEA / CORE CONTENT	1.T.3.	Self-management
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.3.1.	Remember and follow simple routines and rules some of the time. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.3.2.	Direct others to follow simple rules and routines, even when he or she does not follow them. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.3.3.	Have trouble learning new behavior when routines are changed. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.3.4.	Respond well to adult guidance, most of the time. Test limits and try to be independent. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.3.5.	Stop an activity or avoid doing something if directed. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations

		Objective 1b.4 Accepts redirection from adults
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.T.3.6.**	**Express strong feelings through tantrums.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.4 Comforts self by seeking out special object or person**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.T.3.7.**	**Do things the child has been told not to do.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations** **Objective 1b.3 Emerging to 1b.4 Accepts redirection from adults**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.T.3.8.**	**Show assertiveness, such as giving orders to others.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.4 Comforts self by seeking out special object or person**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.T.3.9.**	**Show growing ability to remember past experiences and tell an adult about them, including information about simple emotions.** ***GOLD*® Objectives for Development and Learning** **• Objective 12 Remembers and connects experiences a. Recognizes and recalls** **Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view**
EALR	**WA.1.T.**	**About me and my family and culture (Toddlers 16 to 36 Months)**
BIG IDEA / CORE CONTENT	**1.T.4.**	**Learning to learn**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.T.4.1.**	**Actively explore the environment.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.4 Explores and investigates ways to make something happen**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.T.4.2.**	**Ask questions.** **11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.5 Emerging to 11d.6 Shows eagerness to learn about a variety of topics and ideas**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.T.4.3.**	**Try new ways of doing things. Experiment with the effect of own actions on objects and people.** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.T.4.4.**	**Insist on some choices. Choose an activity and keep at it for longer periods of time.** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.T.4.5.**	**Want to do favorite activities over and over.** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.T.4.6.**	**Seek and accept help when encountering a problem.** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.T.4.7.**	**Invent new ways to use everyday items.** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.T.4.8.**	**Enjoy pretend play and creating things.** ***GOLD*® Objectives for Development and Learning** **• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.2 Imitates actions of others during play; uses real objects as props**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.T.4.9.**	**Change behavior based on something the child learned before.** ***GOLD*® Objectives for Development and Learning** **• Objective 12 Remembers and connects experiences b. Makes connections**

		Objective 12b.5 Emerging to 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation
EALR	**WA.2.T.**	**Building relationships (Toddlers 16 to 36 Months)**
BIG IDEA / CORE CONTENT	**2.T.1.**	**Interactions with adults**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.T.1.1.**	**Start interactions and play with adults.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.6 Manages separations without distress and engages with trusted adults**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.T.1.2.**	**Seek out attention from adults.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.6 Manages separations without distress and engages with trusted adults**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.T.1.3.**	**Enjoy turn-taking games with caregivers and may direct adult in his or her role.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.6 Manages separations without distress and engages with trusted adults**
EALR	**WA.2.T.**	**Building relationships (Toddlers 16 to 36 Months)**
BIG IDEA / CORE CONTENT	**2.T.2.**	**Social behavior**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.T.2.1.**	**Be excited to see friends and familiar people. Have a preferred playmate.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships d. Makes friends** **Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.T.2.2.**	**Notice when someone familiar is absent ("Where is Simon?").** ***GOLD*® Objectives for Development and Learning** **• Objective 12 Remembers and connects experiences b. Makes connections** **Objective 12b.2 Looks for familiar persons when they are named; relates objects to**

		events • Objective 2 Establishes and sustains positive relationships c. Interacts with peers
CONTENT STANDARD / PERFORMANCE EXPECTATION	2.T.2.3.	Notice when others are happy or sad and name emotions. (“Mia sad.”) *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
CONTENT STANDARD / PERFORMANCE EXPECTATION	2.T.2.4.	Notice that what the child likes might not be the same as what others like. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others
CONTENT STANDARD / PERFORMANCE EXPECTATION	2.T.2.5.	Follow family routines, such as what the family does at dinner time. *GOLD*® Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD / PERFORMANCE EXPECTATION	2.T.2.6.	Be upset when family routines are not followed or change. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.5 Emerging to 1a.6 Is able to look at a situation differently or delay gratification
CONTENT STANDARD / PERFORMANCE EXPECTATION	2.T.2.7.	Start to act appropriately as a member of various communities, such as family, classroom, neighborhood, faith community. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.5 Emerging to 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
CONTENT STANDARD / PERFORMANCE EXPECTATION	2.T.2.8.	Help with simple chores in the family or classroom community. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.5 Emerging to 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
EALR	WA.2.T.	Building relationships (Toddlers 16 to 36 Months)
BIG IDEA / CORE CONTENT	2.T.3.	Problem solving, conflict resolution

CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.T.3.1.**	**Find it hard to wait for a turn. Use adult help to share and take turns.** ***GOLD*® Objectives for Development and Learning** **• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.3 Emerging to 3a.4 Take turns**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.T.3.2.**	**Respond appropriately (most of the time) when another child expresses wants, such as to look at a book with him or her.** ***GOLD*® Objectives for Development and Learning** **• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.2 Responds appropriately to others' expressions of wants**
EALR	**WA.3.T.**	**Touching, seeing, hearing and moving around (Toddlers 16 to 36 Months)**
BIG IDEA / CORE CONTENT	**3.T.1.**	**Using the large muscles (gross motor skills)**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.T.1.1.**	**Walk and run well, or use a mobility device, if needed. Change speed and direction.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.6 Moves purposefully from place to place with control**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.T.1.2.**	**Climb into and out of bed or onto a steady chair.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.5 Emerging to 4.6 Moves purposefully from place to place with control**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.T.1.3.**	**Jump up and down. Squat. Stand on tiptoe.** ***GOLD*® Objectives for Development and Learning** **• Objective 5 Demonstrates balancing skills** **Objective 5.4 Experiments with different ways of balancing**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.T.1.4.**	**Pull toys while walking.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.4 Experiments with different ways of moving**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.T.1.5.**	**Walk up and down stairs one at a time.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.5 Emerging to 4.6 Moves purposefully from place to place with control**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.T.1.6.**	**Kick a ball that is not moving.** ***GOLD*® Objectives for Development and Learning** **• Objective 6 Demonstrates gross-motor manipulative skills** **Objective 6.4 Manipulates balls or similar objects with stiff body movements**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.T.1.7.**	**Throw a ball or beanbag. Catch a large, bounced ball against the body.** ***GOLD*® Objectives for Development and Learning** **• Objective 6 Demonstrates gross-motor manipulative skills** **Objective 6.4 Manipulates balls or similar objects with stiff body movements**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.T.1.8.**	**Enjoy being active. Join in active games, dance, outdoor play and other physical activity.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.4 Experiments with different ways of moving**
EALR	**WA.3.T.**	**Touching, seeing, hearing and moving around (Toddlers 16 to 36 Months)**
BIG IDEA / CORE CONTENT	**3.T.2.**	**Using the small muscles (fi ne motor skills)**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.T.2.1.**	**Reach, grasp and release with more control.** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.6 Uses refined wrist and finger movements**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.T.2.2.**	**Use tools such as spoon, crayon, and toy hammer.** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.6 Uses refined wrist and finger movements**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.T.2.3.**	**Use fingers to paint, play with clay, and line up blocks. Stack a few blocks.** ***GOLD*® Objectives for Development and Learning**

		• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.T.2.4.	Grasp small items with thumb and finger. *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.T.2.5.	Nest up to five cups or other items. *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
EALR	WA.3.T.	Touching, seeing, hearing and moving around (Toddlers 16 to 36 Months)
BIG IDEA / CORE CONTENT	3.T.3.	Using the senses (sensorimotor skills)
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.T.3.1.	Dance or move to music and rhythms. *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective 34 Explores musical concepts and expression
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.T.3.2.	Show eye-hand coordination—build with blocks, work simple puzzles, string large beads, put together and take apart items like pop beads. *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.T.3.3.	Become aware of where the body is in relation to other things, such as walking around a table without bumping into it. *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.5 Emerging to 4.6 Moves purposefully from place to place with control
EALR	WA.4.T.	Growing up healthy (Toddlers 16 to 36 Months)

BIG IDEA / CORE CONTENT	4.T.1.	Daily living skills (personal health and hygiene)
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	4.T.1.1.	Want to take care of self. ***GOLD*® Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately **Objective 1c.6 Demonstrates confidence in meeting own needs**
CONTENT STANDARD / PERFORMANCE EXPECTATION	4.T.1.2.	Dress and undress completely (except for fasteners), with help. ***GOLD*® Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately **Objective 1c.6 Demonstrates confidence in meeting own needs**
CONTENT STANDARD / PERFORMANCE EXPECTATION	4.T.1.3.	Have sleeping routines, such as getting and arranging soft toys to take to bed. ***GOLD*® Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately **Objective 1c.6 Demonstrates confidence in meeting own needs**
CONTENT STANDARD / PERFORMANCE EXPECTATION	4.T.1.4.	Sleep well. Wake up rested and ready to be active. ***GOLD*® Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT STANDARD / PERFORMANCE EXPECTATION	4.T.1.5.	Show interest in toilet training. Use the toilet by about age 3 years, with help. ***GOLD*® Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT STANDARD / PERFORMANCE EXPECTATION	4.T.1.6.	Wash and dry hands, with only a little help needed. ***GOLD*® Objectives for Development and Learning** • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs

CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.T.1.7.**	**Cooperate with tooth-brushing.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
EALR	**WA.4.T.**	**Growing up healthy (Toddlers 16 to 36 Months)**
BIG IDEA / CORE CONTENT	**4.T.2.**	**Nutrition and health**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.T.2.1.**	**Feed self with a spoon, without help.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.T.2.2.**	**Feed self a sandwich, taking bites.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.T.2.3.**	**Recognize and eat a variety of healthy foods. Choose among food options.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.T.2.4.**	**Name five or six of own body parts.** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
EALR	**WA.4.T.**	**Growing up healthy (Toddlers 16 to 36 Months)**
BIG IDEA / CORE CONTENT	**4.T.3.**	**Safety**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.T.3.1.**	**Recognize safety rules, but not always follow them.**

		GOLD® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.4 Accepts redirection from adults
EALR	WA.5.T.	Communicating (literacy) (Toddlers 16 to 36 Months)
BIG IDEA / CORE CONTENT	5.T.1.	Speaking and listening (language development)
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.1.1.	Respond appropriately to familiar words. Respond to directions that include verbs, such as run, jump, and reach, open. *GOLD*® Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.1.2.	Touch correct body parts in songs or games where you identify parts of the body. *GOLD*® Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.4 Identifies familiar people, animals, and objects when prompted
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.1.3.	Use more than 100 words. When learning more than one language, the child might not use words equally in both languages. *GOLD*® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.5 Emerging to 9a.6 Describes and tells the use of many familiar items
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.1.4.	Enjoy learning new words. *GOLD*® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.5 Emerging to 9a.6 Describes and tells the use of many familiar items

CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.T.1.5.**	**Point to and name objects when told their use ("What do you drink with?").** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.5 Emerging to 9a.6 Describes and tells the use of many familiar items**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.T.1.6.**	**Name items in a picture book, such as a cat or tree.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.5 Emerging to 9a.6 Describes and tells the use of many familiar items**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.T.1.7.**	**Use mostly one- and two-syllable words, with some three-syllable words.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs b. Speaks clearly** **Objective 9b.5 Emerging to 9b.6 Is understood by most people; may mispronounce new, long, or unusual words**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.T.1.8.**	**Use three- or four-word sentences with a noun and verb.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.T.1.9.**	**Use negatives ("I don't want it").** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.T.1.10.**	**Use adjectives in phrases (such as a big bag, or a green hat).** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.5 Emerging to 9a.6 Describes and tells the use of many familiar items**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.T.1.11.**	**Ask and answer simple questions, as appropriate for the culture.** ***GOLD*® Objectives for Development and Learning** **• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations** **Objective 10a.5 Emerging to 10a.6 Engages in conversations of at least three exchanges**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.T.1.12.**	**Speak clearly enough in home language to be understood most of the time.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs b. Speaks clearly** **Objective 9b.5 Emerging to 9b.6 Is understood by most people; may mispronounce new, long, or unusual words**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.T.1.13.**	**Begin to follow grammatical rules, though not always correctly.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.T.1.14.**	**Change tone to communicate meaning.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs b. Speaks clearly** **Objective 9b.5 Emerging to 9b.6 Is understood by most people; may mispronounce new, long, or unusual words**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.T.1.15.**	**Recount an event, with help. Communicate about recent activities.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs d. Tells about another time or place** **Objective 9d.3 Emerging to 9d.4 Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.T.1.16.**	**Remember and follow simple directions in home language and attempt to make sense of directions that include gestures (such as the gesture for "come here") in a second language. Follow two-step directions with complex sentence structure (noun + verb + adverb, such as "Put the toys away quickly"). Struggle if too many directions are given at once.** ***GOLD*® Objectives for Development and Learning** **• Objective 8 Listens to and understands increasingly complex language b. Follows**

		directions Objective 8b.3 Emerging to 8b.4 Follows simple requests not accompanied by gestures
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.1.17.	Take turns in longer conversations. *GOLD*® Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.4 Initiates and attends to brief conversations
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.1.18.	Use gestures or phrases to show respect for others, though need adult prompts sometimes. *GOLD*® Objectives for Development and Learning • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.1.19.	Enjoy making animal sounds to represent familiar animals. *GOLD*® Objectives for Development and Learning • Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.4 Names familiar, people, animals, and objects
EALR	WA.5.T.	Communicating (literacy) (Toddlers 16 to 36 Months)
BIG IDEA / CORE CONTENT	5.T.2.	Reading
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.2.1.	Enjoy reciting phrases from familiar rhymes, stories and finger plays. Say the last word of a familiar rhyme to complete it. *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme Objective 15a.3 Emerging to 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.2.2.	Join in rhyming games and songs with other children. *GOLD*® Objectives for Development and Learning • Objective 15 Demonstrates phonological awareness, phonics skills, and word

		recognition a. Notices and discriminates rhyme Objective 15a.2 Joins in rhyming songs and games
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.2.3.	Sing songs with or recite letters of the alphabet. *GOLD*® Objectives for Development and Learning • Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters Objective 16a.1 Emerging to 16a.2 Recognizes and names a few letters in own name
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.2.4.	Begin to understand that print represents words (for example, pretend to read text). *GOLD*® Objectives for Development and Learning • 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
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.2.5.	Know the right side up of a book. Turn pages, usually one at a time. Imitate reading by turning pages, remembering and telling the story. *GOLD*® Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.2.6.	Notice both words and pictures on a page. Describe the action in pictures. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.2.7.	Recite familiar words in a book when read to. *GOLD*® Objectives for Development and Learning • 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
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.2.8.	Recall characters or actions from familiar stories. *GOLD*® Objectives for Development and Learning

		• Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.2 Retells some events or information from a familiar story or other text with close adult prompting
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.2.9.	Anticipate what comes next in known stories. *GOLD*® Objectives for Development and Learning • 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
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.2.10.	Recognize print in the neighborhood (such as stop signs, signs on buildings, etc.). *GOLD*® Objectives for Development and Learning • 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
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.2.11.	Ask to be read to, or for storytelling. Request a favorite book or story many times. *GOLD*® Objectives for Development and Learning • Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
EALR	WA.5.T.	Communicating (literacy) (Toddlers 16 to 36 Months)
BIG IDEA / CORE CONTENT	5.T.3.	Writing
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.3.1.	Label pictures using scribble writing or ask an adult to label the pictures. *GOLD*® Objectives for Development and Learning • 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
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.3.2.	Use symbols or pictures to represent oral language and ideas. *GOLD*® Objectives for Development and Learning • Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically Objective 14a.3 Emerging to 14a.4 Draws or constructs, and then identifies what it is
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.3.3.	Scribble and make marks on paper, and tell others what the scribble means.

		***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.T.3.4.**	**Draw horizontal and vertical lines.** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.T.3.5.**	**Use a variety of writing tools (pencil, marker, paint brush).** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools** **Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks**
EALR	**WA.6.T.**	**Learning about my world (Toddlers 16 to 36 Months)**
BIG IDEA / CORE CONTENT	**6.T.1.**	**Knowledge (cognition)**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.1.1.**	**Experiment with the effect of own actions on things and people.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.4 Practices an activity many times until successful**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.1.2.**	**Know that playing with certain desirable or forbidden things will get adults' attention.** ***GOLD*® Objectives for Development and Learning** **• Objective 12 Remembers and connects experiences b. Makes connections** **Objective 12b.5 Emerging to 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.1.3.**	**Make choices, such as which toy to play with.** ***GOLD*® Objectives for Development and Learning** **• 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**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.1.4.**	**Take action based on past experience. For example, if the caregiver blows on hot food before eating it, child will blow on food at the next meal.** ***GOLD*® Objectives for Development and Learning** **• Objective 12 Remembers and connects experiences a. Recognizes and recalls** **Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.1.5.**	**Connect objects with actions (such as a broom for sweeping).** ***GOLD*® Objectives for Development and Learning** **• Objective 12 Remembers and connects experiences b. Makes connections** **Objective 12b.2 Looks for familiar persons when they are named; relates objects to events**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.1.6.**	**Repeat an action over and over until successful, such as stacking blocks until they no longer fall down.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.4 Practices an activity many times until successful**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.1.7.**	**Explore and use trial and error to solve problems.** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.1.8.**	**Imitate how others solve problems.** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.1.9.**	**Ask for help when needed.** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.1.10.**	**Show recall of people and events, such as by clapping hands when told that a favorite person will visit.**

		***GOLD*® Objectives for Development and Learning** **• Objective 12 Remembers and connects experiences a. Recognizes and recalls** **Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.1.11.**	**Recall and follow the order of routines, such as washing and drying hands before eating.** ***GOLD*® Objectives for Development and Learning** **• Objective 12 Remembers and connects experiences b. Makes connections** **Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.1.12.**	**Play make-believe with props, such as dolls or stuffed animals.** ***GOLD*® Objectives for Development and Learning** **• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.2 Imitates actions of others during play; uses real objects as props**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.1.13.**	**React to puppets as if they are real and not operated by an adult or another child.** ***GOLD*® Objectives for Development and Learning** **• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.2 Imitates actions of others during play; uses real objects as props**
EALR	**WA.6.T.**	**Learning about my world (Toddlers 16 to 36 Months)**
BIG IDEA / CORE CONTENT	**6.T.2.**	**Math**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.2.1.**	**Count to at least 10 from memory.** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.2.2.**	**Begin counting small groups of items (up to five).** ***GOLD*® Objectives for Development and Learning** **• 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**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.2.3.**	**Understand the concepts of "one" and "two," such as by following directions to take one cracker.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations b. Quantifies** **Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.2.4.**	**Recognize and name a few numerals.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations c. Connects numerals with their quantities** **Objective 20c.2 Recognizes and names a few numerals**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.2.5.**	**Identify quantity and comparisons, such as all, some, none. Use comparison words correctly, such as bigger and smaller, more and less.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations b. Quantifies** **Objective 20b.2 Demonstrates understanding of the concepts of one, two, and more** **• Objective 22 Compares and measures a. Measures objects** **Objective 22a.2 Makes simple comparisons between two objects**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.2.6.**	**Explore measuring tools, such as measuring cups, or a ruler.** ***GOLD*® Objectives for Development and Learning** **• Objective 22 Compares and measures a. Measures objects** **Objective 22a.5 Emerging to 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.2.7.**	**Match simple flat shapes (circles, squares, and triangles).** ***GOLD*® Objectives for Development and Learning** **• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes** **Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.2.8.**	**Identify two geometric shapes, such as a circle and a square.** ***GOLD*® Objectives for Development and Learning** **• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes** **Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.2.9.**	**Follow simple directions for position, such as up, down, in, on.**

		***GOLD*® Objectives for Development and Learning** **• Objective 21 Explores and describes spatial relationships and shapes a.** **Objective 21a Follows simple directions related to position (in, on, under, up, down)**
EALR	**WA.6.T.**	**Learning about my world (Toddlers 16 to 36 Months)**
BIG IDEA / CORE CONTENT	**6.T.3.**	**Science**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.3.1.**	**Look at and handle things to identify what's the same and what's different about them.** ***GOLD*® Objectives for Development and Learning** **• Objective 26 Demonstrates knowledge of the physical properties of objects and materials**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.3.2.**	**Explore nature using the senses, such as looking at and feeling different leaves.** ***GOLD*® Objectives for Development and Learning** **• Objective 27 Demonstrates knowledge of Earth's environment**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.3.3.**	**Ask simple questions about the natural world ("Where did the rainbow go?").** ***GOLD*® Objectives for Development and Learning** **• Objective 27 Demonstrates knowledge of Earth's environment**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.3.4.**	**Show interest in animals and other living things. Begin to label them by name and to identify traits (such as the sound a cow makes).** ***GOLD*® Objectives for Development and Learning** **• Objective 25 Demonstrates knowledge of the characteristics of living things**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.3.5.**	**Enact animals' activities (such as eating, sleeping) in pretend play. Move toy animals to mimic animals in the wild.** ***GOLD*® Objectives for Development and Learning** **• Objective 25 Demonstrates knowledge of the characteristics of living things**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.3.6.**	**Explore the parts or living things, such as the petals on a flower.** ***GOLD*® Objectives for Development and Learning** **• Objective 25 Demonstrates knowledge of the characteristics of living things**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.3.7.**	**Engage with plants and animals in a respectful way, without adult prompting. Express concern if an animal is injured or sick. Comment on what it takes to make things grow ("That plant needs water").**

		***GOLD*® Objectives for Development and Learning** • Objective **25 Demonstrates knowledge of the characteristics of living things**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.3.8.**	**Identify weather, such as sun, rain, snow.** ***GOLD*® Objectives for Development and Learning** • Objective **27 Demonstrates knowledge of Earth's environment**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.3.9.**	**Know that people and animals can live in different kinds of places, such as fish living in the water.** ***GOLD*® Objectives for Development and Learning** • Objective **25 Demonstrates knowledge of the characteristics of living things**
EALR	**WA.6.T.**	**Learning about my world (Toddlers 16 to 36 Months)**
BIG IDEA / CORE CONTENT	**6.T.4.**	**Social Studies**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.4.1.**	**Eager for recurring events ("After lunch, I will hear a story").** ***GOLD*® Objectives for Development and Learning** • Objective **31 Explores change related to familiar people or places**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.4.2.**	**Connect new experiences to past experiences.** ***GOLD*® Objectives for Development and Learning** • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.4.3.**	**Experiment with physical relationships, such as on/under, inside/outside.** ***GOLD*® Objectives for Development and Learning** • Objective **21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** **Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.4.4.**	**Help with home and class routines that keep things clean.** ***GOLD*® Objectives for Development and Learning** • Objective **30 Shows basic understanding of people and how they live**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.T.4.5.**	**Understand roles of various people in the community.**

		GOLD® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
EALR	WA.6.T.	Learning about my world (Toddlers 16 to 36 Months)
BIG IDEA / CORE CONTENT	6.T.5.	Arts
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.5.1.	Use a variety of materials to express self, such as paint, crayons and musical instruments. *GOLD*® Objectives for Development and Learning • Objective 33 Explores the visual arts • Objective 34 Explores musical concepts and expression
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.5.2.	Sing and make up simple songs and/or music with instruments. *GOLD*® Objectives for Development and Learning • Objective 34 Explores musical concepts and expression
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.5.3.	Explore various ways of moving the body with and without music. *GOLD*® Objectives for Development and Learning • Objective 35 Explores dance and movement concepts
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.5.4.	Imitate movement after watching others perform games or dance. *GOLD*® Objectives for Development and Learning • Objective 35 Explores dance and movement concepts
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.5.5.	Act out familiar stories or events. *GOLD*® Objectives for Development and Learning • Objective 36 Explores drama through actions and language

Ages 3 to 4 Years

EALR	WA.1.3-4.	About me and my family and culture (Ages 3 to 4 Years)
BIG IDEA / CORE CONTENT	1.3-4.1.	Family and culture

CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.3-4.1.1.**	**Remember the people who are important in the child's life.** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.3-4.1.2.**	**Name most family members, including extended family.** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.3-4.1.3.**	**Recognize the importance of cultural celebrations and traditions.** ***GOLD*® Objectives for Development and Learning** **• Objective 30 Shows basic understanding of people and how they live**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.3-4.1.4.**	**Show or talk about objects from family or culture.** ***GOLD*® Objectives for Development and Learning** **• Objective 30 Shows basic understanding of people and how they live**
EALR	**WA.1.3-4.**	**About me and my family and culture (Ages 3 to 4 Years)**
BIG IDEA / CORE CONTENT	**1.3-4.2.**	**Self-concept**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.3-4.2.1.**	**Proud to say own first and last name.** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.3-4.2.2.**	**Know self as a part of the family, spiritual group, culture, community, and/or other group to which the family belongs.** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.3-4.2.3.**	**Notice self as an important person to family and friends.** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
EALR	**WA.1.3-4.**	**About me and my family and culture (Ages 3 to 4 Years)**
BIG IDEA / CORE CONTENT	**1.3-4.3.**	**Self-management**

CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.3-4.3.1.	Show personal likes and dislikes. *GOLD*® Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.3-4.3.2.	Identify favorite and familiar activities. *GOLD*® Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.3-4.3.3.	Find it hard to cooperate when tense, hungry, scared, sad, angry, etc., resulting in behavior that is hurtful, harmful or withdrawn. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.3-4.3.4.	Release or redirect emotional tensions—cry, laugh, tremble, yawn, sing, jump, walk—becoming more relaxed and cooperative afterward. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.4 Comforts self by seeking out special object or person
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.3-4.3.5.	Remember and cooperate in daily routines, such as getting into a car seat, and in changes from one activity to another, with occasional reminders. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.3-4.3.6.	Manage changes in routines and learn new behaviors with a little practice. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.3-4.3.7.	Identify simple rules and expect others to follow them. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations

		Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.3-4.3.8.**	**Predict what comes next in the day, when there is a consistent schedule.** ***GOLD*® Objectives for Development and Learning** **• Objective 31 Explores change related to familiar people or places**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.3-4.3.9.**	**Express delight in own abilities. ("I did it myself!")** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.3-4.3.10.**	**Be able to identify when something is hard to do.** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.3-4.3.11.**	**Sometimes turn down a treat now if a better treat will be available later.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors a. Manages feelings** **Objective 1a.6 Is able to look at a situation differently or delay gratification**
EALR	**WA.1.3-4.**	**About me and my family and culture (Ages 3 to 4 Years)**
BIG IDEA / CORE CONTENT	**1.3-4.4.**	**Learning to learn**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.3-4.4.1.**	**Copy adults and playmates.** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.3-4.4.2.**	**Enjoy creating own play activities.** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.3-4.4.3.**	**Explore objects new to the child while playing.** ***GOLD*® Objectives for Development and Learning**

		• 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
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.3-4.4.4.	Become engrossed in an activity and ignore distractions briefly. *GOLD*® Objectives for Development and Learning • 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
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.3-4.4.5.	Imitate real-life roles/experiences in simple role plays. *GOLD*® Objectives for Development and Learning • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.3-4.4.6.	Develop own thought processes and ways to figure things out. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.3-4.4.7.	Identify questions and puzzles, and have ideas about ways to figure them out. Try some of these ideas. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.3-4.4.8.	Recognize when making a mistake and sometimes adjust behavior to correct it. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
EALR	WA.2.3-4.	Building relationships (Ages 3 to 4 Years)
BIG IDEA / CORE CONTENT	2.3-4.1.	Interactions with adults
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	2.3-4.1.1.	Separate from important adults, sometimes relying on another adult to feel safe. Release tensions through laughter, tears, trembling, talking, or yawning.

		***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.6 Manages separations without distress and engages with trusted adults**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.3-4.1.2.**	**Initiate interactions and engage in play with adults.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.6 Manages separations without distress and engages with trusted adults**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.3-4.1.3.**	**Show affection for important adults.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.6 Manages separations without distress and engages with trusted adults**
EALR	**WA.2.3-4.**	**Building relationships (Ages 3 to 4 Years)**
BIG IDEA / CORE CONTENT	**2.3-4.2.**	**Interactions with peers**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.3-4.2.1.**	**Engage in play with other children. Join in group activities.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.4 Uses successful strategies for entering groups**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.3-4.2.2.**	**Initiate play with friends, siblings, cousins and/or others.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.3-4.2.3.**	**Share and take turns with other children.** ***GOLD*® Objectives for Development and Learning** **• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.4 Take turns**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.3-4.2.4.**	**Show affection or closeness with peers.**

		***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships d. Makes friends** **Objective 2d.4 Plays with one or two preferred playmates**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.3-4.2.5.**	**Make decisions with other children, with adult help.** ***GOLD*® Objectives for Development and Learning** **• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems** **Objective 3b.4 Seeks adult help to resolve social problems**
EALR	**WA.2.3-4.**	**Building relationships (Ages 3 to 4 Years)**
BIG IDEA / CORE CONTENT	**2.3-4.3.**	**Social behaviors**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.3-4.3.1.**	**Respond to directions from adults about putting items away or being careful with them.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations** **Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.3-4.3.2.**	**Begin to remember and follow multistep directions.** ***GOLD*® Objectives for Development and Learning** **• Objective 8 Listens to and understands increasingly complex language b. Follows directions** **Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.3-4.3.3.**	**Notice where things belong and help put them away (such as toys, putting own dishes in the wash basin).** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.3-4.3.4.**	**Work with others as part of a team.** ***GOLD*® Objectives for Development and Learning** **• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.4 Take turns**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.3-4.3.5.**	**Explore, practice and understand social roles through play. Adopt a variety of roles and feelings during pretend play.** ***GOLD*® Objectives for Development and Learning** **• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.3-4.3.6.**	**Plan play by identifying different roles needed and who will fill these roles. Consider changing roles to fit the interests of children playing.** ***GOLD*® Objectives for Development and Learning** **• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.3-4.3.7.**	**Tell stories and give other children the chance to tell theirs.** ***GOLD*® Objectives for Development and Learning** **• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.4 Take turns**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.3-4.3.8.**	**Sing, drum and/or dance with others.** ***GOLD*® Objectives for Development and Learning** **• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.4 Take turns** **• Objective 34 Explores musical concepts and expression** **• Objective 35 Explores dance and movement concepts**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.3-4.3.9.**	**React to peers' feelings (empathy).** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.4 Demonstrates concern about the feelings of others**
EALR	**WA.2.3-4.**	**Building relationships (Ages 3 to 4 Years)**
BIG IDEA / CORE CONTENT	**2.3-4.4.**	**Problem solving, conflict resolution**

CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.3-4.4.1.**	**Accept/reach out to children who are different.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.4 Demonstrates concern about the feelings of others**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.3-4.4.2.**	**Identify ways to change behavior to respond to another's desires or needs. Remember and follow through on the agreement without further reminders, some of the time.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.4 Demonstrates concern about the feelings of others**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.3-4.4.3.**	**Wait for a turn.** ***GOLD*® Objectives for Development and Learning** **• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.4 Take turns**
EALR	**WA.3.3-4.**	**Touching, seeing, hearing and moving around (Ages 3 to 4 Years)**
BIG IDEA / CORE CONTENT	**3.3-4.1.**	**Using the large muscles (gross motor skills)**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.3-4.1.1.**	**Further develop movement skills using the whole body, such as walking, jumping, and running, throwing and climbing. A child in a wheelchair might start and stop the chair, and hold the body upright.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.6 Moves purposefully from place to place with control** **• Objective 6 Demonstrates gross-motor manipulative skills** **Objective 6.6 Manipulates balls or similar objects with flexible body movements**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.3-4.1.2.**	**Use both hands to grasp an object, such as catching a large ball.** ***GOLD*® Objectives for Development and Learning** **• Objective 6 Demonstrates gross-motor manipulative skills** **Objective 6.6 Manipulates balls or similar objects with flexible body movements**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.3-4.1.3.**	**Balance briefly on one leg, such as for kicking a ball.** ***GOLD*® Objectives for Development and Learning** **• Objective 5 Demonstrates balancing skills** **Objective 5.5 Emerging to 5.6 Sustains balance during simple movement experiences**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.3-4.1.4.**	**Show coordination and balance, such as in walking along a line or a beam.** ***GOLD*® Objectives for Development and Learning** **• Objective 5 Demonstrates balancing skills** **Objective 5.6 Sustains balance during simple movement experiences**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.3-4.1.5.**	**Enjoy vigorous play with peers and/or adults.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.6 Moves purposefully from place to place with control**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.3-4.1.6.**	**Enjoy the challenge of trying new skills.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
EALR	**WA.3.3-4.**	**Touching, seeing, hearing and moving around (Ages 3 to 4 Years)**
BIG IDEA / CORE CONTENT	**3.3-4.2.**	**Using the small muscles (fine motor skills)**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.3-4.2.1.**	**Draw some shapes and lines using a crayon or pencil.** ***GOLD*® Objectives for Development and Learning** **• Objective Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools** **Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.3-4.2.2.**	**Work puzzles of three or four pieces.** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.6 Uses refined wrist and finger movements**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.3-4.2.3.**	**Develop eye-hand coordination, such as in stringing large beads.** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.6 Uses refined wrist and finger movements**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.3-4.2.4.**	**Button large buttons, zip and unzip clothing, and open and close other fasteners.** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.6 Uses refined wrist and finger movements**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.3-4.2.5.**	**Persist some of the time in practicing skills that are difficult.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.4 Practices an activity many times until successful**
EALR	**WA.3.3-4.**	**Touching, seeing, hearing and moving around (Ages 3 to 4 Years)**
BIG IDEA / CORE CONTENT	**3.3-4.3.**	**Using the senses (sensorimotor skills)**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.3-4.3.1.**	**Move body to music or rhythm.** ***GOLD*® Objectives for Development and Learning** **• Objective 35 Explores dance and movement concepts**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.3-4.3.2.**	**Drum, sing, play musical instruments and listen to music from different cultures.** ***GOLD*® Objectives for Development and Learning** **• Objective 34 Explores musical concepts and expression**
EALR	**WA.4.3-4.**	**Growing up healthy (Ages 3 to 4 Years)**
BIG IDEA / CORE CONTENT	**4.3-4.1.**	**Daily living skills (personal health and hygiene)**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.3-4.1.1.**	**Dress and undress with help. Take off coat and put it where it belongs.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

		Objective 1c.6 Demonstrates confidence in meeting own needs
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.3-4.1.2.**	**Begin to take care of own toileting needs.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.3-4.1.3.**	**Wash hands and use a towel to dry them.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
EALR	**WA.4.3-4.**	**Growing up healthy (Ages 3 to 4 Years)**
BIG IDEA / CORE CONTENT	**4.3-4.2.**	**Nutrition and health**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.3-4.2.1.**	**Try different healthy foods from a variety of cultures.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.3-4.2.2.**	**Help to set and clear the table for meals. Self-serve meal items.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.6 Demonstrates confidence in meeting own needs**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.3-4.2.3.**	**Engage in a variety of active play and movement activities. Play outdoor games.** ***GOLD*® Objectives for Development and Learning** **• Objective 4 Demonstrates traveling skills** **Objective 4.6 Moves purposefully from place to place with control**
EALR	**WA.4.3-4.**	**Growing up healthy (Ages 3 to 4 Years)**
BIG IDEA / CORE CONTENT	**4.3-4.3.**	**Safety**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.3-4.3.1.**	**Hold parent's/caregiver's hand when walking in public places.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations** **Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.3-4.3.2.**	**Begin to learn safety rules for the child's daily activities.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations** **Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders**
EALR	**WA.5.3-4.**	**Communicating (literacy) (Ages 3 to 4 Years)**
BIG IDEA / CORE CONTENT	**5.3-4.1.**	**Speaking and listening (language development)**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.1.1.**	**Communicate with body language, facial expression, tone of voice and in words.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs b. Speaks clearly** **Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.1.2.**	**Say name, tribal or religious name if the child has one, age and sex.** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.1.3.**	**Show preference for the home language.** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.1.4.**	**Name most familiar things.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.4 Names familiar, people, animals, and objects**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.1.5.**	**Name one or more friends and relatives.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.4 Names familiar, people, animals, and objectives**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.1.6.**	**Ask the meaning of new words, and then try using them.** ***GOLD*® Objectives for Development and Learning** **• 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
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.1.7.**	**Speak so most people can understand.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs b. Speaks clearly** **Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.1.8.**	**Use words like "I," "me," "we," and "you" and some plurals (such as cars, dogs).** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.5 Emerging to 9c.6 Uses complete, four- to six-word sentences**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.1.9.**	**Use multi-word sentences, phrases, and gestures to communicate needs, ideas, actions and feelings.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.1.10.**	**Respond to questions verbally or with gestures.** ***GOLD*® Objectives for Development and Learning** **• 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**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.1.11.**	**Ask questions for information or clarification.** ***GOLD*® Objectives for Development and Learning** **• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations** **Objective 10a.6 Engages in conversations of at least three exchanges**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.1.12.**	**Enjoy repeating rhyming words or word patterns in songs, poems or stories.** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.1.13.**	**Show awareness of separate syllables in words by tapping or clapping for each syllable.** ***GOLD*® Objectives for Development and Learning** **• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound** **Objective 15c.4 Shows awareness of separate syllables in words**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.1.14.**	**Remember and follow directions of one or two steps. Struggle to remember and follow complicated or multi-step directions.** ***GOLD*® Objectives for Development and Learning** **• Objective 8 Listens to and understands increasingly complex language b. Follows directions** **Objective 8b.4 Follows simple requests not accompanied by gestures**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.1.15.**	**Know three to seven words in tribal language (if the family has one) and use them regularly.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary** **Objective 9a.4 Names familiar, people, animals, and objects**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.1.16.**	**Participate in conversations. Take turn in group conversations, and listen to others in group for a short period of time. Recognize rising and falling intonations, and what these mean.** ***GOLD*® Objectives for Development and Learning** **• Objective 10 Uses appropriate conversational and other communication skills a.**

		Engages in conversations **Objective 10a.6 Engages in conversations of at least three exchanges**
EALR	**WA.5.3-4.**	**Communicating (literacy) (Ages 3 to 4 Years)**
BIG IDEA / CORE CONTENT	**5.3-4.2.**	**Reading**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.2.1.**	**Identify print on signs, etc., asking "What does that say?"** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.2.2.**	**Identify own name as a whole word.** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.2.3.**	**Match the beginning sounds of some words. Find objects in a picture that have the same beginning sound, with some adult help.** ***GOLD*® Objectives for Development and Learning** **• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration** **Objective 15b.6 Matches beginning sounds of some words**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.2.4.**	**Decide whether two words rhyme.** ***GOLD*® Objectives for Development and Learning** **• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme** **Objective 15a.6 Decides whether two words rhyme**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.2.5.**	**Request a favorite book.** ***GOLD*® Objectives for Development and Learning** **• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.2 Shows interest in books**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.2.6.**	**Enjoy picture books and being read to. Enjoy looking at books on own. Use pictures to predict a story.** ***GOLD*® Objectives for Development and Learning** **• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.2 Shows interest in books** **• Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills** **Objective 18b.4 Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.2.7.**	**Listen to and follow along with books in a different language.** ***GOLD*® Objectives for Development and Learning** **• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.2 Shows interest in books**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.2.8.**	**Turn book pages one at a time.** ***GOLD*® Objectives for Development and Learning** **• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts** **Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.2.9.**	**Use owns experiences to comment on a story, though the comments might not follow the story line.** ***GOLD*® Objectives for Development and Learning** **• Objective 12 Remembers and connects experiences b. Makes connections** **Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.2.10.**	**Retell simple, familiar stories from memory while looking at the book.** ***GOLD*® Objectives for Development and Learning** **• Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts** **Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts**
EALR	**WA.5.3-4.**	**Communicating (literacy) (Ages 3 to 4 Years)**

BIG IDEA / CORE CONTENT	**5.3-4.3.**	**Writing**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.3.1.**	**Make marks or scribbles when an adult suggests writing.** ***GOLD*® Objectives for Development and Learning** **• Objective 19 Demonstrates writing skills a. Writes name** **Objective 19a.2 Makes scribbles or marks** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.3.2.**	**Attempt to copy one or more letters or characters of the home language.** ***GOLD*® Objectives for Development and Learning** **• Objective 19 Demonstrates writing skills a. Writes name** Objective 19a.6 Writes mock letters or letter-like forms
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.3-4.3.3.**	**Draw pictures and tell their story.** ***GOLD*® Objectives for Development and Learning** **• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically** **Objective 14a.4 Draws or constructs, and then identifies what it is** **• 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**
EALR	**WA.6.3-4.**	**Learning about my world (Ages 3 to 4 Years)**
BIG IDEA / CORE CONTENT	**6.3-4.1.**	**Knowledge (cognition)**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.3-4.1.1.**	**Ask a lot of "why" and "what" questions.** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.3-4.1.2.**	**Learn by doing hands-on and through the senses.** ***GOLD*® Objectives for Development and Learning**

		• 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
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.3-4.1.3.	Learn through play. *GOLD*® Objectives for Development and Learning • 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
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.3-4.1.4.	Recall several items after they have been put out of sight. *GOLD*® Objectives for Development and Learning • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.3-4.1.5.	Draw on own past experiences to choose current actions. *GOLD*® Objectives for Development and Learning • Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.3-4.1.6.	Make plans for ways to do something. May or may not follow through. *GOLD*® Objectives for Development and Learning • 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
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.3-4.1.7.	Think of a different way to do something, when confronting a problem, with adult help. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.5 Emerging to 11c.6 Solves problems without having to try every possibility
EALR	WA.6.3-4.	Learning about my world (Ages 3 to 4 Years)
BIG IDEA / CORE CONTENT	6.3-4.2.	Math
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.3-4.2.1.	Count to 10 and beyond by rote. Count up to five items. Points to objects while counting.

		***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.3-4.2.2.**	**Identify by sight how many are in a small group of items, up to three.** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.3-4.2.3.**	**Understand that the whole is larger than one of its parts (for example, an apple is larger than an apple slice).** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.3-4.2.4.**	**Identify up to four objects or pictures that are the same. Take objects or pictures that are different out of the group.** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.3-4.2.5.**	**Sort and describe items by size, color and/or shape.** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.3-4.2.6.**	**Match simple flat shapes (circles, squares, and triangles).** ***GOLD*® Objectives for Development and Learning** **• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes** **Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.3-4.2.7.**	**Compare size by sight, feel and comparing to hands, feet, etc. (visual and tactile math).** ***GOLD*® Objectives for Development and Learning** **• 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
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.3-4.2.8.**	**Use gestures or words to make comparisons (larger, smaller, shorter, taller).** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.3-4.2.9.**	**Compare two objects by length, weight or size.** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.3-4.2.10.**	**Find the total sum of small groups of items.** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.3-4.2.11.**	**Understand words that tell where things are (such as behind, under, in, on). Use these words to identify locations.** ***GOLD*® Objectives for Development and Learning** **• Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships** **Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)**
EALR	**WA.6.3-4.**	**Learning about my world (Ages 3 to 4 Years)**
BIG IDEA / CORE CONTENT	**6.3-4.3.**	**Science**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.3-4.3.1.**	**Play with materials of different texture (such as sand, water, leaves) and conditions (such as wet, dry, warm, cold), with adult encouragement and supervision.** ***GOLD*® Objectives for Development and Learning** **• Objective 26 Demonstrates knowledge of the physical properties of objects and materials**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.3-4.3.2.**	**Recognize that different forms of life have different needs.**

		***GOLD*® Objectives for Development and Learning** **• Objective 25 Demonstrates knowledge of the characteristics of living things**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.3-4.3.3.**	**Begin to understand that some animals share similar characteristics (for example, a tiger and a pet cat share common features).** ***GOLD*® Objectives for Development and Learning** **• Objective 25 Demonstrates knowledge of the characteristics of living things**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.3-4.3.4.**	**Notice and ask questions about what is the same and different between categories of plants and animals. Notice their appearance, behavior and habitat.** ***GOLD*® Objectives for Development and Learning** **• Objective 25 Demonstrates knowledge of the characteristics of living things**
EALR	**WA.6.3-4.**	**Learning about my world (Ages 3 to 4 Years)**
BIG IDEA / CORE CONTENT	**6.3-4.4.**	**Social Studies**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.3-4.4.1.**	**Name family members by relationship (such as father, sister, cousin, auntie, etc.).** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.3-4.4.2.**	**Make a drawing of own family as the child sees it.** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.3-4.4.3.**	**Recognize whose parent is who's when parents come for their children or in photos of each other's families.** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.3-4.4.4.**	**Take on family roles in play, identify how each person should behave and act out the part for a brief time. Enjoy changing roles.** ***GOLD*® Objectives for Development and Learning** **• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes**
EALR	**WA.6.3-4.**	**Learning about my world (Ages 3 to 4 Years)**

BIG IDEA / CORE CONTENT	**6.3-4.5.**	**Arts**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.3-4.5.1.**	**Draw something familiar. Begin to draw representational figures.** ***GOLD*® Objectives for Development and Learning** **• Objective 33 Explores the visual arts**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.3-4.5.2.**	**Do beadwork with appropriately sized beads.** ***GOLD*® Objectives for Development and Learning** **• Objective 33 Explores the visual arts**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.3-4.5.3.**	**Play make-believe with dolls, toy animals and people.** ***GOLD*® Objectives for Development and Learning** **• Objective 36 Explores drama through actions and language**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.3-4.5.4.**	**Dance, sing, drum, and use rattles, draw or paint.** ***GOLD*® Objectives for Development and Learning** **• Objective 33 Explores the visual arts** **• Objective 34 Explores musical concepts and expression** **• Objective 35 Explores dance and movement concepts**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.3-4.5.5.**	**Look at artwork from different cultures.** ***GOLD*® Objectives for Development and Learning** **• Objective 33 Explores the visual arts**

Ages 4 to 5 years

EALR	**WA.1.4-5.**	**About me and my family and culture (Ages 4 to 5 Years)**
BIG IDEA / CORE CONTENT	**1.4-5.1.**	
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.4-5.1.1.**	**Take pride in own family composition and interest in others'. Understand that families are diverse.** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.4-5.1.2.**	**Recognize and respect similarities and differences between self and other people, such as gender, race, special needs, cultures, languages, communities and family structures.**

		GOLD® Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live
EALR	WA.1.4-5.	About me and my family and culture (Ages 4 to 5 Years)
BIG IDEA / CORE CONTENT	1.4-5.2.	Self concept
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.4-5.2.1.	Describe what he or she likes and is interested in. *GOLD*® Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.4-5.2.2.	Choose activities to do alone or with others (such as puzzles, painting, etc.). *GOLD*® Objectives for Development and Learning • 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
EALR	WA.1.4-5.	About me and my family and culture (Ages 4 to 5 Years)
BIG IDEA / CORE CONTENT	1.4-5.3.	Self management
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.4-5.3.1.	Release emotional tensions in the arms or presence of a caring adult. (By this age, the child may have been discouraged from doing so and find it more difficult than before.) Still is able to cry, laugh, tremble, yawn and/or have non-hurtful tantrums. Is relaxed and cooperative afterward. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors a. Manages feelings Objective 1a.6 Is able to look at a situation differently or delay gratification
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.4-5.3.2.	Associate emotions with words and facial expressions. *GOLD*® Objectives for Development and Learning • Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.4-5.3.3.	Express one or two feelings in role playing life experiences. Adopt a variety of roles in pretend play. *GOLD*® Objectives for Development and Learning

		• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.4-5.3.4.	Anticipate consequences of own behavior. With help, consider possibilities and plan effective approaches to problems. *GOLD*® Objectives for Development and Learning • Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.5 Emerging to 3b.6 Suggest solutions to social problems
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.4-5.3.5.	Begin to enjoy games where the child has to change behavior in response to changing directions. *GOLD*® Objectives for Development and Learning • Objective 8 Listens to and understands increasingly complex language b. Follows directions Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences
EALR	WA.1.4-5.	About me and my family and culture (Ages 4 to 5 Years)
BIG IDEA / CORE CONTENT	1.4-5.4.	Learning to learn
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.4-5.4.1.	Be curious; interested in trying things out. *GOLD*® Objectives for Development and Learning • 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
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.4-5.4.2.	Stay with a task for more than five minutes and attempt to solve problems that arise. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks • Objective 11 Demonstrates positive approaches to learning c. Solves problems Objective 11c.6 Solves problems without having to try every possibility
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.4-5.4.3.	Use imagination to create a variety of ideas. *GOLD*® Objectives for Development and Learning

		• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.4-5.4.4.**	**Enjoy pretend play (such as using dolls or stuffed animals, or playing "house" or "explorers").** ***GOLD*® Objectives for Development and Learning** **• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.4-5.4.5.**	**Use play as a way to explore and understand life experiences and roles.** ***GOLD*® Objectives for Development and Learning** **• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**1.4-5.4.6.**	**Recognize when making mistakes and fix these errors during a task.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11c.6 Solves problems without having to try every possibility**
EALR	**WA.2.4-5.**	**Building relationships (Ages 4 to 5 Years)**
BIG IDEA / CORE CONTENT	**2.4-5.1.**	**Interactions with adults**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.4-5.1.1.**	**Seek emotional support from caregivers.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.6 Manages separations without distress and engages with trusted adults**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.4-5.1.2.**	**Understand that adults may want the child to do something different than he/she wants to do.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations**

		Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
EALR	**WA.2.4-5.**	**Building relationships (Ages 4 to 5 Years)**
BIG IDEA / CORE CONTENT	**2.4-5.2.**	**Interactions with peers**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.4-5.2.1.**	**Play with children the same age and of different ages.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.5 Emerging to 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.4-5.2.2.**	**Initiate an activity with another child.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.5 Emerging to 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.4-5.2.3.**	**Invite other children to join groups or other activities.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.4-5.2.4.**	**Make and follow plans for games with other children.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships c. Interacts with peers** **Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children**
EALR	**WA.2.4-5.**	**Building relationships (Ages 4 to 5 Years)**
BIG IDEA / CORE CONTENT	**2.4-5.3.**	**Social behaviors**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.4-5.3.1.**	**Adjust behavior to different settings (such as using an outdoor voice or an indoor voice), sometimes with reminders.**

		***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations** Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.4-5.3.2.**	**Be able to think about behavior, being cooperative and non-hurtful. Able to talk about the best ways to do things.** ***GOLD*® Objectives for Development and Learning** **• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.4-5.3.3.**	**Cooperate with other children, share and take turns.** ***GOLD*® Objectives for Development and Learning** **• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.4 Take turns**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.4-5.3.4.**	**Connect emotions with facial expressions.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.4-5.3.5.**	**Care about other children when they are hurt or upset. Describe other children's thoughtful behaviors.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.4-5.3.6.**	**Listen to what other children want and make plans that take these desires into account.** ***GOLD*® Objectives for Development and Learning** **• Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others** **Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.4-5.3.7.**	**Wait for a turn without getting angry or grabbing. May lose interest in the object or activity before getting a turn.** ***GOLD*® Objectives for Development and Learning** **• Objective 3 Participates cooperatively and constructively in group situations a.**

		Balances needs and rights of self and others **Objective 3a.4 Takes turns**
EALR	**WA.2.4-5.**	**Building relationships (Ages 4 to 5 Years)**
BIG IDEA / CORE CONTENT	**2.4-5.4.**	**Problem solving, conflict resolution**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.4-5.4.1.**	**Ask for help from another child or an adult to solve a problem.** ***GOLD*® Objectives for Development and Learning** **• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems** **Objective 3b.4 Seeks adult help to resolve social problems**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.4-5.4.2.**	**Make decisions and solve problems with other children, with adult help.** ***GOLD*® Objectives for Development and Learning** **• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems** **Objective 3b.5 Emerging to 3b.6 Suggest solutions to social problems**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.4-5.4.3.**	**Observe that others may have ideas or feelings that differ from the child's own.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues** **Objective 2b.8 Recognizes that others' feelings about a situation might be different from his own**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**2.4-5.4.4.**	**Be able to talk about ways to solve a problem or help another child, and keep in mind the personality and preferences of that child.** ***GOLD*® Objectives for Development and Learning** **• Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems** **Objective 3b.6 Suggest solutions to social problems**
EALR	**WA.3.4-5.**	**Touching, seeing, hearing and moving around (Ages 4 to 5 Years)**
BIG IDEA / CORE CONTENT	**3.4-5.1.**	**Using the large muscles (gross motor skills)**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.4-5.1.1.**	**Move with purpose from one place to another using the whole body. This might include walking, running, marching, jumping, hopping or climbing. For child in a wheelchair,**

		skills might include steering the chair into different spaces. *GOLD*® Objectives for Development and Learning • Objective 4 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.4-5.1.2.	Use both hands to catch. Throw with good aim. Kick an object. *GOLD*® Objectives for Development and Learning • Objective 6 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.4-5.1.3.	Show good balance and coordination, such as walking on a wide beam or line. *GOLD*® Objectives for Development and Learning • Objective 5 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.4-5.1.4.	Enjoy challenging him- or herself to try new and increasingly difficult activities. *GOLD*® Objectives for Development and Learning • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks
EALR	WA.3.4-5.	Touching, seeing, hearing and moving around (Ages 4 to 5 Years)
BIG IDEA / CORE CONTENT	3.4-5.2.	Using the small muscles (fine motor skills)
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.4-5.2.1.	Open and close a blunt scissors with one hand, and cut a straight line. *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.4-5.2.2.	Show increasing skill with small materials. Screw and unscrew jar lids, and turn door handles. Use zippers, buttons and snaps. String large beads; fold paper; open and close containers. *GOLD*® Objectives for Development and Learning • Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements

CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.4-5.2.3.**	**Work puzzles of up to 10 pieces.** ***GOLD*® Objectives for Development and Learning** **• Objective 7 Demonstrates fine-motor strength and coordination a. Uses fingers and hands** **Objective 7a.6 Uses refined wrist and finger movements**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.4-5.2.4.**	**Write some letters or numbers.** ***GOLD*® Objectives for Development and Learning** **• Objective Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools** **Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.4-5.2.5.**	**Spend time practicing skills that are difficult. Be aware of what he/she finds difficult and try to do it better.** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning b. Persists** **Objective 11b.4 Practices an activity many times until successful**
EALR	**WA.3.4-5.**	**Touching, seeing, hearing and moving around (Ages 4 to 5 Years)**
BIG IDEA / CORE CONTENT	**3.4-5.3.**	**Using the senses (sensorimotor skills)**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**3.4-5.3.1.**	**Delight in playing with materials of different texture (such as sand, water, fabric) and conditions (wet, dry, warm, cold).** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation** **Objective 11d.5 Emerging to 11d.6 Shows eagerness to learn about a variety of topics and ideas**
EALR	**WA.4.4-5.**	**Growing up healthy (Ages 4 to 5 Years)**
BIG IDEA / CORE CONTENT	**4.4-5.1.**	**Daily living skills (personal health and hygiene)**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.4-5.1.1.**	**Participate easily and know what to do in routine activities (such as meal time, bed time).** ***GOLD*® Objectives for Development and Learning**

		• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Take responsibility for own well-being
CONTENT STANDARD / PERFORMANCE EXPECTATION	4.4-5.1.2.	Communicate need to rest, drink and eat. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Take responsibility for own well-being
CONTENT STANDARD / PERFORMANCE EXPECTATION	4.4-5.1.3.	Stay awake all day except, for some children, during nap time. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Take responsibility for own well-being
CONTENT STANDARD / PERFORMANCE EXPECTATION	4.4-5.1.4.	Dress and undress, with only a little help needed. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Take responsibility for own well-being
CONTENT STANDARD / PERFORMANCE EXPECTATION	4.4-5.1.5.	Decide, with a few prompts from adults, when to carry out self-help tasks (such as washing hands). *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Take responsibility for own well-being
CONTENT STANDARD / PERFORMANCE EXPECTATION	4.4-5.1.6.	Wash and dry hands before eating and after toileting, with some adult help. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Take responsibility for own well-being
CONTENT STANDARD / PERFORMANCE EXPECTATION	4.4-5.1.7.	Cooperate while caregiver assists with brushing teeth. *GOLD*® Objectives for Development and Learning • Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.8 Take responsibility for own well-being

CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.4-5.1.8.**	**Cover mouth when coughing.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Take responsibility for own well-being**
EALR	**WA.4.4-5.**	**Growing up healthy (Ages 4 to 5 Years)**
BIG IDEA / CORE CONTENT	**4.4-5.2.**	**Nutrition and health**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.4-5.2.1.**	**Help prepare healthy snacks.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Take responsibility for own well-being**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.4-5.2.2.**	**Eat a variety of nutritious foods and eat independently. Try healthy foods from different cultures.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Take responsibility for own well-being**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.4-5.2.3.**	**Serve self at family-style meals.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Take responsibility for own well-being**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.4-5.2.4.**	**Know what self-care items are used for (such as comb and toothbrush).** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately** **Objective 1c.8 Take responsibility for own well-being**
EALR	**WA.4.4-5.**	**Growing up healthy (Ages 4 to 5 Years)**
BIG IDEA / CORE CONTENT	**4.4-5.3.**	**Safety**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.4-5.3.1.**	**Identify trusted adults who can help in dangerous situations.** ***GOLD*® Objectives for Development and Learning** **• Objective 2 Establishes and sustains positive relationships a. Forms relationships with adults** **Objective 2a.6 Manages separations without distress and engages with trusted adults**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.4-5.3.2.**	**Follow safety rules indoors and outdoors.** ***GOLD*® Objectives for Development and Learning** **• Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations** **Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**4.4-5.3.3.**	**Keep a distance from wildlife.** ***GOLD*® Objectives for Development and Learning** **• Objective 25 Demonstrates knowledge of the characteristics of living things**
EALR	**WA.5.4-5.**	**Communicating (literacy) (Ages 4 to 5 Years)**
BIG IDEA / CORE CONTENT	**5.4-5.1.**	**Speaking and listening (language development)**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.4-5.1.1.**	**Know and use several hundred words in home language. Use new words on own.** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.4-5.1.2.**	**Use words to describe actions (such as "running fast") and emotions (such as happy, sad, tired and scared).** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.4-5.1.3.**	**Talk in sentences of five or six words.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.6 Uses complete, four- to six-word sentences**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.4-5.1.4.**	**Know when it is appropriate to ask questions and whom to ask. Ask questions to get information or clarification.** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.4-5.1.5.**	**Remember and follow directions involving two or three steps, including steps that are not related (such as "Please pick up your toys and put on your shoes").** ***GOLD*® Objectives for Development and Learning** **• Objective 8 Listens to and understands increasingly complex language b. Follows directions** **Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.4-5.1.6.**	**Remember all parts and respond correctly to a request (such as "Bring me the green towel").** ***GOLD*® Objectives for Development and Learning** **• Objective 8 Listens to and understands increasingly complex language b. Follows directions** **Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.4-5.1.7.**	**Tell some details of a recent event in sequence.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs d. Tells about another time or place** **Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.4-5.1.8.**	**Tell a short make-believe story, with adult help.** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs d. Tells about another time or place** **Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.4-5.1.9.**	**Listen to others and respond in a group discussion for a short period. Remember what was said and gain information through listening.**

		***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.4-5.1.10.**	**State own point of view, and likes and dislikes using words, gestures and/or pictures.** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.4-5.1.11.**	**Join in and make up songs, chants, rhymes and games that play with the sounds of language (such as clapping out the rhythm).** ***GOLD*® Objectives for Development and Learning** **• Objective 34 Explores musical concepts and expression**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.4-5.1.12.**	**Sing a song or say a poem from memory.** ***GOLD*® Objectives for Development and Learning** **• Objective 34 Explores musical concepts and expression**
EALR	**WA.5.4-5.**	**Communicating (literacy) (Ages 4 to 5 Years)**
BIG IDEA / CORE CONTENT	**5.4-5.2.**	**Reading**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.4-5.2.1.**	**Know some basic rules of grammar (such as correctly using "me" and "I").** ***GOLD*® Objectives for Development and Learning** **• Objective 9 Uses language to express thoughts and needs c. Uses conventional grammar** **Objective 9c.6 Uses complete, four- to six-word sentences**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.4-5.2.2.**	**Understand that alphabet letters are a special kind of picture and that they have names. Begin to identify individual letters of the alphabet (or characters of the home language) in text.** ***GOLD*® Objectives for Development and Learning** **• Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters** **Objective 16a.2 Recognizes and names a few letters in own name**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.4-5.2.3.**	**Understand which symbols are letters and which are numbers.** ***GOLD*® Objectives for Development and Learning** **• Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters** **Objective 16a.5 Emerging to 16a.6 Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.4-5.2.4.**	**Identify three or more letters with their sound at the beginning of a word (such as "day," "dog" and "David" all begin with "d").** ***GOLD*® Objectives for Development and Learning** **• Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences** **Objective 16b.2 Identifies the sounds of a few letters**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.4-5.2.5.**	**Recognize some signs and symbols in the classroom and community (such as a Stop sign), and use them for information.** ***GOLD*® Objectives for Development and Learning** **• Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.4-5.2.6.**	**Begin to recite some words in familiar books from memory.** ***GOLD*® Objectives for Development and Learning** **• Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills** **Objective 18b.4 Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.4-5.2.7.**	**Know that print has meaning.** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.4-5.2.8.**	**Recognize own name in print.** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**5.4-5.2.9.**	**Begin to understand the order in which a page is read (for example, English is read from left to right and top to bottom.**

		GOLD® Objectives for Development and Learning • 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
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.4-5.2.10.	Tell you what is going to happen next in a story. Make up an ending *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.4-5.2.11.	Identify a variety of printed material (such as books, newspapers, magazines, cereal boxes). *GOLD*® Objectives for Development and Learning • 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
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.4-5.2.12.	Use actions to show ideas from stories, signs, pictures, etc. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.2 Retells some events or information from a familiar story or other text with close adult prompting
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.4-5.2.13.	Retell more complicated, familiar stories from memories. *GOLD*® Objectives for Development and Learning • Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate
EALR	WA.5.4-5.	Communicating (literacy) (Ages 4 to 5 Years)
BIG IDEA / CORE CONTENT	5.4-5.3.	Writing
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.4-5.3.1.	Make marks, scribbles or letter-like shapes and identify them as words. Use pretend writing activities during play. *GOLD*® Objectives for Development and Learning

		• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.4-5.3.2.	Use letter-like symbols to make lists, letters and stories or to label pictures. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.4-5.3.3.	Attempt to copy one or more letters of the alphabet. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills b. Writes to convey ideas and information Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.4-5.3.4.	Begin to print or copy own name, and identify at least some of the letters. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.6 Writes mock letters or letter-like forms
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.4-5.3.5.	Explore writing letters in different languages. *GOLD*® Objectives for Development and Learning • Objective 19 Demonstrates writing skills a. Writes name Objective 19a.6 Writes mock letters or letter-like forms
EALR	WA.6.4-5.	Learning about my world (Ages 4 to 5 Years)
BIG IDEA / CORE CONTENT	6.4-5.1.	Knowledge (cognition)
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.4-5.1.1.	Ask adults questions to get information (as appropriate in the family's culture). *GOLD*® Objectives for Development and Learning • Objective 30 Show basic understanding of people and how they live
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.4-5.1.2.	Describe likes and interests. *GOLD*® Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self

CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.1.3.**	**Apply new information or words to an activity or interaction.** ***GOLD*® Objectives for Development and Learning** **• Objective 12 Remembers and connects experiences b. Makes connections** **Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.1.4.**	**Build on and adapt to what the child learned before. For example, change the way of stacking blocks after a tower continues to fall.** ***GOLD*® Objectives for Development and Learning** **• Objective 12 Remembers and connects experiences b. Makes connections** **Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.1.5.**	**Be able to explain what he or she has done and why, including any changes made to his/her plans.** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.1.6.**	**Seek to understand cause and effect ("If I do this, why does that happen?").** ***GOLD*® Objectives for Development and Learning** **• Objective 11 Demonstrates positive approaches to learning c. Solves problems** **Objective 11e.6 Changes plans if a better idea is thought of or proposed**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.1.7.**	**Understand the ideas of "same" and "different."** ***GOLD*® Objectives for Development and Learning** **• Objective 13 Uses classification skills** **Objective 13.2 Matches similar objects**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.1.8.**	**Recognize objects, places and ideas by symbols (for example, recognize which is the men's room and which is the women's by looking at the stick figure symbols).** ***GOLD*® Objectives for Development and Learning** **• Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts** **Objective 17b.5 Emerging to 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.1.9.**	**Name more than three colors.** ***GOLD*® Objectives for Development and Learning**

		• 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
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.4-5.1.10.	Group some everyday objects that go together (such as shoe and sock, pencil and paper). *GOLD*® Objectives for Development and Learning • 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
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.4-5.1.11.	Predict what comes next in the day when there is a consistent schedule. *GOLD*® Objectives for Development and Learning • Objective 12 Remembers and connects experiences b. Makes connections Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation
EALR	WA.6.4-5.	Learning about my world (Ages 4 to 5 Years)
BIG IDEA / CORE CONTENT	6.4-5.2.	Math
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.4-5.2.1.	Count to 20 and beyond. Count 10 or more objects accurately. *GOLD*® Objectives for Development and Learning • 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
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.4-5.2.2.	Give the next number in the sequence 1 through 10. *GOLD*® Objectives for Development and Learning • 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
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.4-5.2.3.	Count out 10 items; may use fingers, body parts or other counters, as used in the child's home culture. Count and group things by number. *GOLD*® Objectives for Development and Learning • 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

CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.2.4.**	**Compare groups of up to 10 objects.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations b. Quantifies** **Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.2.5.**	**Find the sum when joining two sets of up to five objects.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations b. Quantifies** **Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.2.6.**	**Identify by sight how many are in a small group of objects, up to four.** ***GOLD*® Objectives for Development and Learning** **• Objective 20 Uses number concepts and operations b. Quantifies** **Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.2.7.**	**Use measuring tools in play (such as a ruler, measuring cups, or parts of the body).** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.2.8.**	**Match and sort simple shapes (circles, squares, triangles).** ***GOLD*® Objectives for Development and Learning** **• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes** **Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.2.9.**	**Compare size (such as, "I'm as tall as the yellow bookshelf.") Describe objects using size words (big, small, tall, short).** ***GOLD*® Objectives for Development and Learning** **• 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**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.2.10.**	**Compare two objects using comparison words such as smaller, faster and heavier.** ***GOLD*® Objectives for Development and Learning**

		• 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
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.4-5.2.11.	Order three objects by one characteristic, (such as from smallest to largest). *GOLD*® Objectives for Development and Learning • 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
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.4-5.2.12.	Work puzzles with up to 10 pieces. OLD Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.4-5.2.13.	Create own patterns with a variety of materials. Describe what the pattern is. *GOLD*® Objectives for Development and Learning • Objective 23 Demonstrates knowledge of patterns Objective 23.6 Extends and creates simple repeating patterns
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.4-5.2.14.	Follow simple directions for position (beside, next to, between, etc.) *GOLD*® Objectives for Development and Learning • Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)
EALR	WA.6.4-5.	Learning about my world (Ages 4 to 5 Years)
BIG IDEA / CORE CONTENT	6.4-5.3.	Science
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.4-5.3.1.	Ask questions and identify ways to find answers. Try out these activities and think about what to do next to learn more. *GOLD*® Objectives for Development and Learning • Objective 24 Uses scientific inquiry skills
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.4-5.3.2.	Predict what will happen in science and nature experiences. Consider whether these predictions were right, and explain why or why not.

		***GOLD*® Objectives for Development and Learning** **• Objective 24 Uses scientific inquiry skills**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.3.3.**	**Use tools to explore the environment (a magnifying glass, magnets, sifters, etc.).** ***GOLD*® Objectives for Development and Learning** **• Objective 28 Uses tools and other technology to perform tasks**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.3.4.**	**Measure sand or water using a variety of containers.** ***GOLD*® Objectives for Development and Learning** **• Objective 28 Uses tools and other technology to perform tasks**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.3.5.**	**Use one sense (such as smell) to experience something and make one or two comments to describe this.** ***GOLD*® Objectives for Development and Learning** **• Objective 24 Uses scientific inquiry skills**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.3.6.**	**Investigate the properties of things in nature. Begin to understand what various life forms need in order to grow and live.** ***GOLD*® Objectives for Development and Learning** **• Objective 27 Demonstrates knowledge of Earth's environment**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.3.7.**	**Take responsibility in taking care of living things, such as feeding the fish, watering plants, etc.** ***GOLD*® Objectives for Development and Learning** **• Objective 25 Demonstrates knowledge of the characteristics of living things**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.3.8.**	**Talk about changes in the weather and seasons, using common words, such as rainy and windy.** ***GOLD*® Objectives for Development and Learning** **• Objective 27 Demonstrates knowledge of Earth's environment**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.3.9.**	**Look at where the sun is in the morning, afternoon, evening and night.** ***GOLD*® Objectives for Development and Learning** **• Objective 27 Demonstrates knowledge of Earth's environment**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.3.10.**	**Take walks outside and gather different types of leaves, name colors he/she sees outdoors.** ***GOLD*® Objectives for Development and Learning** **• Objective 27 Demonstrates knowledge of Earth's environment**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.3.11.**	**Participate (with adult direction) in activities to preserve the environment, such as disposing of litter properly, saving paper and cans to be recycled, etc.** ***GOLD*® Objectives for Development and Learning** **• Objective 27 Demonstrates knowledge of Earth's environment**
EALR	**WA.6.4-5.**	**Learning about my world (Ages 4 to 5 Years)**
BIG IDEA / CORE CONTENT	**6.4-5.4.**	**Social Studies**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.4.1.**	**Describe family members and understand simple relationships (such as, "Marika is my sister.")** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.4.2.**	**Adopt the roles of different family members during dramatic play. Plan what each role does and then enact it.** ***GOLD*® Objectives for Development and Learning** **• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.4.3.**	**Draw own family, as the child understands it.** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.4.4.**	**Ask questions about similarities and differences in other people (such as language, hair style, clothing).** ***GOLD*® Objectives for Development and Learning** **• Objective 29 Demonstrates knowledge about self**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.4.5.**	**Talk about the past and the future, such as what the child did this morning and what his or her family will do this weekend.** ***GOLD*® Objectives for Development and Learning** **• Objective 31 Explores change related to familiar people or places**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.4.6.**	**Recognize some people in the community by their jobs (such as grocery store clerk, bus driver, doctor).**

		***GOLD*® Objectives for Development and Learning** **• Objective 30 Shows basic understanding of people and how they live**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.4.7.**	**Enjoy taking the roles of different jobs in pretend play.** ***GOLD*® Objectives for Development and Learning** **• Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play** **Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.4.8.**	**Talk about what the child wants to be when he or she grows up.** ***GOLD*® Objectives for Development and Learning** **• Objective 30 Shows basic understanding of people and how they live**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.4.9.**	**Play store or restaurant, with empty food containers, receipts, etc.** ***GOLD*® Objectives for Development and Learning** **• Objective 30 Shows basic understanding of people and how they live**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.4.10.**	**Match objects to their normal locations (for example, a stove in the kitchen, a bed in the bedroom, a tree in the forest).** ***GOLD*® Objectives for Development and Learning** **• Objective 30 Shows basic understanding of people and how they live**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.4.11.**	**Recognize where he or she is when traveling in familiar areas, most of the time.** ***GOLD*® Objectives for Development and Learning** **• Objective 32 Demonstrates simple geographic knowledge**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.4.12.**	**Recognize that roads have signs or a name, and houses and apartments usually have numbers to help identify their locations.** ***GOLD*® Objectives for Development and Learning** **• Objective 32 Demonstrates simple geographic knowledge**
EALR	**WA.6.4-5.**	**Learning about my world (Ages 4 to 5 Years)**
BIG IDEA / CORE CONTENT	**6.4-5.5.**	**Arts**
CORE CONTENT / CONTENT STANDARD		**Children may . . .**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.5.1.**	**Show an increasing ability to use art materials safely and with purpose.**

		***GOLD*® Objectives for Development and Learning** **• Objective 33 Explores the visual arts**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.5.2.**	**Understand that different art forms (such as dance, music or painting) can be used to tell a story.** ***GOLD*® Objectives for Development and Learning** **• Objective 33 Explores the visual arts** **• Objective 34 Explores musical concepts and expression** **• Objective 35 Explores dance and movement concepts**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.5.3.**	**Express self through art and music. Take pride in showing others own creations ("Look at my picture.")** ***GOLD*® Objectives for Development and Learning** **• Objective 33 Explores the visual arts** **• Objective 34 Explores musical concepts and expression** **• Objective 35 Explores dance and movement concepts**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.5.4.**	**Use a variety of materials to create representations of people and things (such as drawing a person showing two to four body parts).** ***GOLD*® Objectives for Development and Learning** **• Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically** **Objective 14a.4 Draws or constructs, and then identifies what it is** **• Objective 33 Explores the visual arts**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.5.5.**	**Show creativity and imagination.** ***GOLD*® Objectives for Development and Learning** **• Objective 33 Explores the visual arts** **• Objective 34 Explores musical concepts and expression** **• Objective 35 Explores dance and movement concepts** **• Objective 36 Explores drama through actions and language**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.5.6.**	**Hum or move to the rhythm of recorded music.** ***GOLD*® Objectives for Development and Learning** **• Objective 34 Explores musical concepts and expression**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.5.7.**	**Ask to sing a particular song.** ***GOLD*® Objectives for Development and Learning** **• Objective 34 Explores musical concepts and expression**

CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.5.8.**	**Remember the words to a familiar song.** ***GOLD*® Objectives for Development and Learning** **• Objective 34 Explores musical concepts and expression**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.5.9.**	**Enjoy participating in a variety of music activities, such as listening, singing, finger plays, chants, playing musical instruments, games and performances.** ***GOLD*® Objectives for Development and Learning** **• Objective 34 Explores musical concepts and expression**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.5.10.**	**Enjoy learning songs and dances from other cultures.** ***GOLD*® Objectives for Development and Learning** **• Objective 34 Explores musical concepts and expression** **• Objective 35 Explores dance and movement concepts**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.5.11.**	**Watch other children dance; try to mimic the movements.** ***GOLD*® Objectives for Development and Learning** **• Objective 35 Explores dance and movement concepts**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.5.12.**	**Express feelings through movement and dancing in various musical tempos and styles.** ***GOLD*® Objectives for Development and Learning** **• Objective 35 Explores dance and movement concepts**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.5.13.**	**Perform simple elements of drama (such as audience, actors).** ***GOLD*® Objectives for Development and Learning** **• Objective 36 Explores drama through actions and language**
CONTENT STANDARD / PERFORMANCE EXPECTATION	**6.4-5.5.14.**	**Participate in dramatic play activities (such as acting out familiar activities, stories or events from own life).** ***GOLD*® Objectives for Development and Learning** **• Objective 36 Explores drama through actions and language**