

Alignment of



GOLD[®]
**Objectives for Development
& Learning**



With

AR Child Development and Early
Learning Standards: Birth through 60
months

(Ad. 2016)

Main Criteria: AR Child Development and Early Learning Standards: Birth through 60 months

Secondary Criteria: GOLD® Objectives for Development and Learning

Subject: Early Childhood Education

Grades: Birth to 8 Months, 9 to 18 Months, 19 to 36 Months, 37 to 48 Months, 49 to 60 Months, Early Stage, Mid Stage, Late Stage

Adopted: 2016

Domain

Social and Emotional Development (SE)

Domain Component

Relationships with Others

Learning Goal

Forms trusting relationships with nurturing adults

Strand

INTERACTIONS

Birth to 8 Months

SE1.1.1.1.Birth to 8 months Engages in back-and-forth interactions with familiar adults (e.g., peek-a-boo, makes vocalizations in response to adult interaction, imitates facial expressions or sounds)

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

9 to 18 Months

SE1.1.1.1.9 to 18 months Engages in back-and-forth interactions with familiar adults (e.g., peek-a-boo, makes vocalizations in response to adult interaction, imitates facial expressions or sounds)

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

19 to 36 Months

SE1.1.1.1.19 to 36 months Participates in longer back-and-forth interactions with adults to share experiences; imitates adults' actions; communicates ideas; seeks assistance; and engages in role play, games, or other activities

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-4 Uses trusted adult as a secure base from which to explore the world

SE1.1.1.2.Birth to 8 months Communicates needs to familiar adults through a variety of behaviors ranging from crying, looking at object of interest and back at caregiver, smiling, pointing, dropping or banging objects, to leading adult by the hand

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

SE1.1.1.2.9 to 18 months Communicates needs to familiar adults through a variety of behaviors ranging from crying, looking at object of interest and back at caregiver, smiling, pointing, dropping or banging objects, to leading adult by the hand

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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



Domain	Social and Emotional Development (SE)
Domain Component	Relationships with Others
Learning Goal	Forms trusting relationships with nurturing adults
Strand (CONT...)	INTERACTIONS

37 to 48 Months

SE1.1.1.1.37_to_48_months Participates in longer back-and-forth interactions with adults to share experiences; imitates adults'actions; communicates ideas; seeks assistance; and engages in role play, games, or other activities

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-6 Manages separations without distress and engages with trusted adults

SE1.1.1.2.37_to_48_months Takes greater initiative in social interactions and begins to show interest in familiar adults'feelings, preferences, and well-being

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-6 Manages separations without distress and engages with trusted adults

49 to 60 Months

SE1.1.1.1.49_to_60_months Takes greater initiative in social interactions and begins to show interest in familiar adults'feelings, preferences, and well-being

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-8 Engages with trusted adults as resources and to share mutual interests



Domain Component	Relationships with Others
Learning Goal	Forms trusting relationships with nurturing adults
Strand	ATTACHMENT RELATIONSHIPS

Birth to 8 Months

SE1.1.2.1.Birth_to_8_months Forms strong emotional bonds (attachment) with one or more caregivers (e.g., shows preference for familiar adults, demonstrates pleasure during caregiver interactions, is soothed by caregiver)

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

9 to 18 Months

SE1.1.2.1.9_to_18_months Forms strong emotional bonds (attachment) with one or more caregivers (e.g., shows preference for familiar adults, demonstrates pleasure during caregiver interactions, is soothed by caregiver)

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

19 to 36 Months

SE1.1.2.1.19_to_36_months Looks to particular people for security, comfort, and protection and shows distress or uneasiness when separated from a special person (separation anxiety) or when encountering strangers (stranger anxiety)

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-4 Uses trusted adult as a secure base from which to explore the world

SE1.1.2.2.9_to_18_months Looks to particular people for security, comfort, and protection and shows distress or uneasiness when separated from a special person (separation anxiety) or when encountering strangers (stranger anxiety)

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

SE1.1.2.2.19_to_36_months Explores the environment while regularly checking in (visually or physically) with trusted adults and seeks these adults when experiencing stress or uncertainty

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-4 Uses trusted adult as a secure base from which to explore the world

SE1.1.2.3.9_to_18_months Explores the environment while regularly checking in (visually or physically) with trusted adults and seeks these adults when experiencing stress or uncertainty

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

37 to 48 Months

SE1.1.2.1.37_to_48_months Separates from primary caregivers with minimal distress when with other familiar and trusted adults

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-6 Manages separations without distress and engages with trusted adults

49 to 60 Months

SE1.1.2.1.49_to_60_months Separates from primary caregivers with minimal distress when with other familiar and trusted adults

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-6 Manages separations without distress and engages with trusted adults

**Domain
Component**

Relationships with Others

Learning Goal

Interacts with peers

Strand

DEVELOPS FRIENDSHIPS

Birth to 8 Months

SE1.2.1.1.Birth_to_8_months Shows interest in peers (e.g., watches other children, reaches out to touch them, imitates sounds or actions) with increasing participation in simple, brief back-and-forth interactions with peers

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-2 Plays near other children; uses similar materials or actions

9 to 18 Months

SE1.2.1.1.9_to_18_months Shows interest in peers (e.g., watches other children, reaches out to touch them, imitates sounds or actions) with increasing participation in simple, brief back-and-forth interactions with peers

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-2 Plays near other children; uses similar materials or actions

19 to 36 Months

SE1.2.1.1.19_to_36_months Shows preferences for certain playmates and develops friendships with a small group of children that are more reciprocal, exclusive, and enduring over time

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-2 Plays near other children; uses similar materials or actions

37 to 48 Months

SE1.2.1.1.37_to_48_months Shows preferences for certain playmates and develops friendships with a small group of children that are more reciprocal, exclusive, and enduring over time

GOLD® Objectives for Development and Learning

Objective 2d Makes friends

Objective 2d-4 Plays with one or two preferred playmates

49 to 60 Months

SE1.2.1.1.49_to_60_months Shows preferences for certain playmates and develops friendships with a small group of children that are more reciprocal, exclusive, and enduring over time

GOLD® Objectives for Development and Learning

Objective 2d Makes friends

Objective 2d-4 Plays with one or two preferred playmates



Domain Component	Relationships with Others
Learning Goal	Interacts with peers
Strand	STAGES OF PLAY

9 to 18 Months	19 to 36 Months	37 to 48 Months	49 to 60 Months
<p>SE1.2.2.1.9_to_18_months Begins to engage in parallel play (playing next to but not directly involved in another child's play)</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 2c Interacts with peers Objective 2c-2 Plays near other children; uses similar materials or actions</p>	<p>SE1.2.2.1.19_to_36_months Begins to engage in parallel play (playing next to but not directly involved in another child's play)</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 2c Interacts with peers Objective 2c-2 Plays near other children; uses similar materials or actions</p>	<p>SE1.2.2.1.37_to_48_months Participates in associative play (playing independently but engaging in the same activity as other children, sometimes interacting through talking or sharing toys)</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 2c Interacts with peers Objective 2c-4 Uses successful strategies for entering groups</p>	<p>SE1.2.2.1.49_to_60_months Engages in cooperative play with peers (communicates and collaborates with other children in role play or to achieve a goal)</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 2c Interacts with peers Objective 2c-6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
	<p>SE1.2.2.2.19_to_36_months Participates in associative play (playing independently but engaging in the same activity as other children, sometimes interacting through talking or sharing toys)</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 2c Interacts with peers Objective 2c-2 Plays near other children; uses similar materials or actions</p>	<p>SE1.2.2.2.37_to_48_months Engages in cooperative play with peers (communicates and collaborates with other children in role play or to achieve a goal)</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 2c Interacts with peers Objective 2c-4 Uses successful strategies for entering groups</p>	

Domain Component	Relationships with Others
Learning Goal	Interacts with peers
Strand	SOCIAL SKILLS

37 to 48 Months	49 to 60 Months
<p>SE1.2.3.1.37_to_48_months Shows increasing understanding and demonstration of social skills such as turn-taking, initiating and joining in group play situations, and solving social conflict with adult guidance</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 3a Balances needs and rights of self and others Objective 3a-4 Takes turns</p>	<p>SE1.2.3.1.49_to_60_months Shows increasing understanding and demonstration of social skills such as turn-taking, initiating and joining in group play situations, and solving social conflict with adult guidance</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 3a Balances needs and rights of self and others Objective 3a-6 Initiates the sharing of materials in the classroom and outdoors</p>



Domain Component

Emotional Expression and Understanding

Learning Goal

Experiences, expresses, and regulates a range of emotions

Strand

EMOTION EXPRESSION

Birth to 8 Months

SE2.1.1.1.Birth_to_8_months Expresses a range of basic emotions (e.g., joy, sadness, contentment, distress, interest, disgust, surprise, anger, fear) through facial expressions, gestures, and sounds

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-2 Expresses feelings during a conflict

9 to 18 Months

SE2.1.1.1.9_to_18_months Expresses a range of basic emotions (e.g., joy, sadness, contentment, distress, interest, disgust, surprise, anger, fear) through facial expressions, gestures, and sounds

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-2 Expresses feelings during a conflict

19 to 36 Months

SE2.1.1.1.19_to_36_months Uses words, signs, other communication methods, and pretend play to express basic emotions as well as more complex, self-conscious emotions (e.g., pride, embarrassment, shame, guilt), with increasing awareness of their effects on others

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-2 Expresses feelings during a conflict

37 to 48 Months

SE2.1.1.1.37_to_48_months Uses words, signs, other communication methods, and pretend play to express basic emotions as well as more complex, self-conscious emotions (e.g., pride, embarrassment, shame, guilt), with increasing awareness of their effects on others

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

49 to 60 Months

SE2.1.1.1.49_to_60_months Uses words, signs, other communication methods, and pretend play to express basic emotions as well as more complex, self-conscious emotions (e.g., pride, embarrassment, shame, guilt), with increasing awareness of their effects on others

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-6 Is able to look at a situation differently or delay gratification

SE2.1.1.2.37_to_48_months Shows increasing ability to constructively express emotions or alter emotional expression based on social context and cultural norms

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

SE2.1.1.2.49_to_60_months Shows increasing ability to constructively express emotions or alter emotional expression based on social context and cultural norms

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-6 Is able to look at a situation differently or delay gratification

Domain Component

Emotional Expression and Understanding

Learning Goal

Experiences, expresses, and regulates a range of emotions



Birth to 8 Months

SE2.1.2.1.Birth_to_8_months Uses adult support to calm self (e.g., relaxes when picked up and held by a familiar adult) and demonstrates some self-soothing behaviors (e.g., thumb/fist sucking, rocking, turning away from source of overstimulation)

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-2 Uses adult support to calm self

9 to 18 Months

SE2.1.2.1.9_to_18_months Uses adult support to calm self (e.g., relaxes when picked up and held by a familiar adult) and demonstrates some self-soothing behaviors (e.g., thumb/fist sucking, rocking, turning away from source of overstimulation)

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

19 to 36 Months

SE2.1.2.1.19_to_36_months Comforts self by seeking a special toy, object, or caregiver when upset

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

SE2.1.2.2.9_to_18_months Comforts self by seeking a special toy, object, or caregiver when upset

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

37 to 48 Months

SE2.1.2.1.37_to_48_months Uses an expanding range of self-regulation strategies with support and modeling (e.g., taking deep breaths and relaxing muscles, verbal reasoning or reframing of the situation, seeking quiet alone time)

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

49 to 60 Months

SE2.1.2.1.49_to_60_months Uses an expanding range of self-regulation strategies with support and modeling (e.g., taking deep breaths and relaxing muscles, verbal reasoning or reframing of the situation, seeking quiet alone time)

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-6 Is able to look at a situation differently or delay gratification

Domain Component

Emotional Expression and Understanding

Learning Goal

Interprets and responds to the feelings of others

Birth to 8 Months

SE2.2.1.1.Birth_to_8_months Reacts to and takes cues from others'emotional expressions (e.g., cries when hears other children crying, smiles when someone laughs, stops an action when sees a worried or alarmed expression on caregiver's or peer's face)

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues
Objective 2b-2 Reacts to others' emotional expressions

9 to 18 Months

SE2.2.1.1.9_to_18_months Demonstrates interest or concern when others are hurt or in distress and may try to comfort or assist; at times actions may not always match needs of person (e.g., may bring stuffed animal to adult who has headache)

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues
Objective 2b-2 Reacts to others' emotional expressions

19 to 36 Months

SE2.2.1.1.19_to_36_months Demonstrates interest or concern when others are hurt or in distress and may try to comfort or assist; at times actions may not always match needs of person (e.g., may bring stuffed animal to adult who has headache)

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues
Objective 2b-4 Demonstrates concern about the feelings of others

SE2.2.1.2.9_to_18_months Reacts to and takes cues from others'emotional expressions (e.g., cries when hears other children crying, smiles when someone laughs, stops an action when sees a worried or alarmed expression on caregiver's or peer's face)

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues
Objective 2b-2 Reacts to others' emotional expressions

37 to 48 Months

SE2.2.1.1.37_to_48_months Responds sympathetically to others'distress with increased initiative and understanding that each person has their own specific needs (e.g., gets a peer's blanket from their cubby when child notices peer is sad)

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues
Objective 2b-4 Demonstrates concern about the feelings of others

49 to 60 Months

SE2.2.1.1.49_to_60_months Responds sympathetically to others'distress with increased initiative and understanding that each person has their own specific needs (e.g., gets a peer's blanket from their cubby when child notices peer is sad)

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues
Objective 2b-4 Demonstrates concern about the feelings of others

Domain Component

Emotional Expression and Understanding

Learning Goal

Interprets and responds to the feelings of others

19 to 36 Months

SE2.2.2.1.19_to_36_months Recognizes and labels emotional reactions based on facial expressions, body language, and tone with increasing accuracy and precision

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-5 Emerging: Identifies basic emotional reactions of others and their causes accurately

37 to 48 Months

SE2.2.2.1.37_to_48_months Recognizes and labels emotional reactions based on facial expressions, body language, and tone with increasing accuracy and precision

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-5 Emerging: Identifies basic emotional reactions of others and their causes accurately

SE2.2.2.2.37_to_48_months Makes predictions and identifies causes and consequences of others' emotional reactions with increasing accuracy (e.g., says, "I think the bears will feel scared when they find Goldilocks in their house"; "When I get home from school my little sister is so excited to see me she jumps up and down")

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-5 Emerging: Identifies basic emotional reactions of others and their causes accurately

49 to 60 Months

SE2.2.2.1.49_to_60_months Recognizes and labels emotional reactions based on facial expressions, body language, and tone with increasing accuracy and precision

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-6 Identifies basic emotional reactions of others and their causes accurately

SE2.2.2.2.49_to_60_months Makes predictions and identifies causes and consequences of others' emotional reactions with increasing accuracy (e.g., says, "I think the bears will feel scared when they find Goldilocks in their house"; "When I get home from school my little sister is so excited to see me she jumps up and down")

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

Objective 2b-6 Identifies basic emotional reactions of others and their causes accurately

Domain Component	Self-Awareness and Self-Concept
Learning Goal	Shows awareness of self as unique individual
Strand	SENSE OF IDENTITY

Birth to 8 Months

SE3.1.1.1.Birth_to_8_months Develops beginning self-awareness (e.g., explores own hands and feet, responds to name)

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

19 to 36 Months

SE3.1.1.1.19_to_36_months Uses first-person pronouns (e.g., me, I) and own name to refer to themselves and shows growing understanding of "mine" and "not mine"

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-4 Names familiar people, animals, and objects

37 to 48 Months

SE3.1.1.1.37_to_48_months Uses first-person pronouns (e.g., me, I) and own name to refer to themselves and shows growing understanding of "mine" and "not mine"

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self



Domain Component

Self-Awareness and Self-Concept

Learning Goal

Shows awareness of self as unique individual

Strand

CHARACTERISTICS OF SELF AND OTHERS

9 to 18 Months

SE3.1.2.1.9_to_18_months

Shows growing awareness of own physical characteristics (e.g., recognizes self in mirror and in photos; points to eyes, ears, or nose when asked)

GOLD® Objectives for Development and Learning
Objective 29 Demonstrates knowledge about self

19 to 36 Months

SE3.1.2.1.19_to_36_months

Shows growing awareness of own physical characteristics (e.g., recognizes self in mirror and in photos; points to eyes, ears, or nose when asked)

GOLD® Objectives for Development and Learning
Objective 29 Demonstrates knowledge about self

SE3.1.2.2.19_to_36_months

Recognizes similarities and differences in their own and others' personal characteristics (e.g., communicates that a peer's hair color is different than their own, labels self as boy or girl)

GOLD® Objectives for Development and Learning
Objective 29 Demonstrates knowledge about self

37 to 48 Months

SE3.1.2.1.37_to_48_months

Recognizes similarities and differences in their own and others' personal characteristics (e.g., communicates that a peer's hair color is different than their own, labels self as boy or girl)

GOLD® Objectives for Development and Learning
Objective 29 Demonstrates knowledge about self

SE3.1.2.2.37_to_48_months

Shows increased understanding that others have different interests, thoughts, beliefs, ideas, feelings, and abilities and differentiates themselves from others (e.g., "I'm a fast runner," "No one else in my family likes fish, but I do")

GOLD® Objectives for Development and Learning
Objective 29 Demonstrates knowledge about self

49 to 60 Months

SE3.1.2.1.49_to_60_months

Shows increased understanding that others have different interests, thoughts, beliefs, ideas, feelings, and abilities and differentiates themselves from others (e.g., "I'm a fast runner," "No one else in my family likes fish, but I do")

GOLD® Objectives for Development and Learning
Objective 29 Demonstrates knowledge about self



Domain Component

Self-Awareness and Self-Concept

Learning Goal

Shows awareness of self as unique individual

Strand

PREFERENCES

9 to 18 Months

SE3.1.3.1.9_to_18_months

Shows preferences for specific people, books, toys, food, and activities and indicates dislike or unwillingness by communicating "no" (verbally, signing, shaking head)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

19 to 36 Months

SE3.1.3.1.19_to_36_months

Shows preferences for specific people, books, toys, food, and activities and indicates dislike or unwillingness by communicating "no" (verbally, signing, shaking head)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

37 to 48 Months

SE3.1.3.1.37_to_48_months

Communicates preferences and interests and shows increasing ability to explain their likes and dislikes (e.g., "I don't like bananas" and later, "I like carrots because they're crunchy.")

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

49 to 60 Months

SE3.1.3.1.49_to_60_months

Communicates preferences and interests and shows increasing ability to explain their likes and dislikes (e.g., "I don't like bananas" and later, "I like carrots because they're crunchy.")

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

SE3.1.3.2.19_to_36_months

Communicates preferences and interests and shows increasing ability to explain their likes and dislikes (e.g., "I don't like bananas" and later, "I like carrots because they're crunchy.")

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Domain Component

Self-Awareness and Self-Concept

Learning Goal

Demonstrates competence and confidence



Birth to 8 Months

SE3.2.1.1.Birth_to_8_months Experiments with ability to influence surroundings and behavior of others (e.g., shows pleasure and curiosity in making toys produce noise; repeats actions or sounds that receive attention)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

9 to 18 Months

SE3.2.1.1.9_to_18_months Experiments with ability to influence surroundings and behavior of others (e.g., shows pleasure and curiosity in making toys produce noise; repeats actions or sounds that receive attention)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

19 to 36 Months

SE3.2.1.1.19_to_36_months Alternates between doing things independently and wanting help or comfort

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

SE3.2.1.2.9_to_18_months Alternates between doing things independently and wanting help or comfort

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

Domain Component	Self-Awareness and Self-Concept
Learning Goal	Demonstrates competence and confidence
Strand	SELF-CONFIDENCE

19 to 36 Months

SE3.2.2.1.19_to_36_months Shows increasing confidence and competence in growing abilities by attempting to perform self-care activities without adult assistance (e.g., dressing self, pouring own juice) and by selecting more challenging activities (e.g., choosing more difficult puzzles)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4

Seeks to do things for self

37 to 48 Months

SE3.2.2.1.37_to_48_months Shows increasing confidence and competence in growing abilities by attempting to perform self-care activities without adult assistance (e.g., dressing self, pouring own juice) and by selecting more challenging activities (e.g., choosing more difficult puzzles)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6

Demonstrates confidence in meeting own needs

SE3.2.2.2.37_to_48_months Describes own physical characteristics, behavior, abilities, gender, and ethnic identity positively

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6

Demonstrates confidence in meeting own needs

49 to 60 Months

SE3.2.2.1.49_to_60_months Shows increasing confidence and competence in growing abilities by attempting to perform self-care activities without adult assistance (e.g., dressing self, pouring own juice) and by selecting more challenging activities (e.g., choosing more difficult puzzles)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-8

Takes responsibility for own well-being

SE3.2.2.2.49_to_60_months Describes own physical characteristics, behavior, abilities, gender, and ethnic identity positively

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-8

Takes responsibility for own well-being



Domain

Cognitive Development (CD)

Domain Component

Approaches to Learning

Learning Goal

Shows curiosity and a willingness to try new things

Strand

EXPLORATION & INVESTIGATION

Birth to 8 Months

9 to 18 Months

19 to 36 Months

CD1.1.1.1.Birth_to_8_months Uses senses and a variety of actions to explore the environment (e.g., turns head toward a sound, shakes or bangs a toy, mouths objects)

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-2 Uses senses to explore the immediate environment

CD1.1.1.1.9_to_18_months Uses senses and a variety of actions to explore the environment (e.g., turns head toward a sound, shakes or bangs a toy, mouths objects)

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-2 Uses senses to explore the immediate environment

CD1.1.1.1.19_to_36_months Explores different ways to use objects or materials, investigates ways to make something happen, experiments with different behaviors to see how others will react (e.g., repeatedly knocks pieces of cereal off high chair tray, tries to use basket as hat, turns faucets or switches on and off)

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-4 Explores and investigates ways to make something happen



Domain	Cognitive Development (CD)
Domain Component	Approaches to Learning
Learning Goal	Shows curiosity and a willingness to try new things
Strand (CONT...)	EXPLORATION & INVESTIGATION

9 to 18 Months

CD1.1.1.2.9_to_18_months Explores different ways to use objects or materials, investigates ways to make something happen, experiments with different behaviors to see how others will react (e.g., repeatedly knocks pieces of cereal off high chair tray, tries to use basket as hat, turns faucets or switches on and off)

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-2 Uses senses to explore the immediate environment

19 to 36 Months

CD1.1.1.2.19_to_36_months Asks increasingly complex questions, beginning with basic “wh-” questions related to the immediate world around them (e.g., “What is this?” “Why is it blue?”). Later in this age range also seeks explanations for future and past events and demonstrates interest in a range of topics and ideas (e.g., “When is lunch?”; “How do clouds get in the sky?”)

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-4 Explores and investigates ways to make something happen

37 to 48 Months

CD1.1.1.1.37_to_48_months Experiments with objects and materials with increasing sophistication (e.g., gathers multiple objects to find out which will sink or float, uses magnets with various objects and materials) with guidance and support from adults

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas

49 to 60 Months

CD1.1.1.1.49_to_60_months Experiments with objects and materials with increasing sophistication (e.g., gathers multiple objects to find out which will sink or float, uses magnets with various objects and materials) with guidance and support from adults

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas

CD1.1.1.2.37_to_48_months Asks increasingly complex questions, beginning with basic “wh-” questions related to the immediate world around them (e.g., “What is this?” “Why is it blue?”). Later in this age range also seeks explanations for future and past events and demonstrates interest in a range of topics and ideas (e.g., “When is lunch?”; “How do clouds get in the sky?”)

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas

CD1.1.1.2.49_to_60_months Asks increasingly complex questions, beginning with basic “wh-” questions related to the immediate world around them (e.g., “What is this?” “Why is it blue?”). Later in this age range also seeks explanations for future and past events and demonstrates interest in a range of topics and ideas (e.g., “When is lunch?”; “How do clouds get in the sky?”)

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas

Domain Component	Approaches to Learning
Learning Goal	Shows curiosity and a willingness to try new things



Birth to 8 Months

CD1.1.2.1.Birth_to_8_months Shows pleasure or engagement when interesting or new things happen (e.g., laughs after shaking a toy that rattles, listens intently to a new song)

GOLD® Objectives for Development and Learning**Objective 11d Shows curiosity and motivation**

Objective 11d-2 Uses senses to explore the immediate environment

9 to 18 Months

CD1.1.2.1.9_to_18_months Shows pleasure or engagement when interesting or new things happen (e.g., laughs after shaking a toy that rattles, listens intently to a new song)

GOLD® Objectives for Development and Learning**Objective 11d Shows curiosity and motivation**

Objective 11d-2 Uses senses to explore the immediate environment

19 to 36 Months

CD1.1.2.1.19_to_36_months Demonstrates interest in exploring new experiences or materials with increasing willingness to participate in new activities or experiences, even if the child perceives them as challenging

GOLD® Objectives for Development and Learning**Objective 11d Shows curiosity and motivation**

Objective 11d-4 Explores and investigates ways to make something happen

37 to 48 Months

CD1.1.2.1.37_to_48_months Demonstrates interest in exploring new experiences or materials with increasing willingness to participate in new activities or experiences, even if the child perceives them as challenging

GOLD® Objectives for Development and Learning**Objective 11d Shows curiosity and motivation**

Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas

49 to 60 Months

CD1.1.2.1.49_to_60_months Demonstrates interest in exploring new experiences or materials with increasing willingness to participate in new activities or experiences, even if the child perceives them as challenging

GOLD® Objectives for Development and Learning**Objective 11d Shows curiosity and motivation**

Objective 11d-6 Shows eagerness to learn about a variety of topics and ideas

Domain Component	Approaches to Learning
Learning Goal	Shows persistence in approaching tasks
Strand	DETERMINATION

Birth to 8 Months	9 to 18 Months	19 to 36 Months
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CD1.2.1.1.Birth_to_8_months Repeats actions to produce similar results (e.g., repeatedly shakes toy to produce noise; puts objects in a container and dumps them out over and over again)

GOLD® Objectives for Development and Learning

Objective 11b Persists
Objective 11b-2 Repeats actions to obtain similar results

CD1.2.1.1.9_to_18_months Repeats actions to produce similar results (e.g., repeatedly shakes toy to produce noise; puts objects in a container and dumps them out over and over again)

GOLD® Objectives for Development and Learning

Objective 11b Persists
Objective 11b-2 Repeats actions to obtain similar results

CD1.2.1.1.19_to_36_months Practices an activity many times with increasing independence to learn new skills and build mastery (e.g., chooses the same puzzle every day until they are able to assemble each piece quickly and easily)

GOLD® Objectives for Development and Learning

Objective 11b Persists
Objective 11b-4 Practices an activity many times until successful

37 to 48 Months

CD1.2.1.1.37_to_48_months Practices an activity many times with increasing independence to learn new skills and build mastery (e.g., chooses the same puzzle every day until they are able to assemble each piece quickly and easily)

GOLD® Objectives for Development and Learning

Objective 11b Persists
Objective 11b-4 Practices an activity many times until successful

49 to 60 Months

CD1.2.1.1.49_to_60_months Practices an activity many times with increasing independence to learn new skills and build mastery (e.g., chooses the same puzzle every day until they are able to assemble each piece quickly and easily)

GOLD® Objectives for Development and Learning

Objective 11b Persists
Objective 11b-6 Plans and pursues a variety of appropriately challenging tasks

Domain Component	Approaches to Learning
Learning Goal	Shows persistence in approaching tasks
Strand	TASK COMPLETION

Birth to 8 Months	9 to 18 Months	19 to 36 Months
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CD1.2.2.1.Birth_to_8_months Demonstrates increasing ability to continue interactions with others (e.g., attends to game of peek-a-boo for longer period of time, makes back-and-forth vocalizations with adult) and stays engaged with toys for more than just a brief time

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages
Objective 11a-2 Pays attention to sights and sounds

CD1.2.2.1.9_to_18_months Demonstrates increasing ability to continue interactions with others (e.g., attends to game of peek-a-boo for longer period of time, makes back-and-forth vocalizations with adult) and stays engaged with toys for more than just a brief time

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages
Objective 11a-2 Pays attention to sights and sounds

CD1.2.2.1.19_to_36_months Persists in activities for longer periods of time and shows increasing tendency to engage in tasks from start-to-finish (e.g., insists on finishing a drawing before going outside, wants to continue building structure until all blocks are used) and later in this age range seeks to return to an activity after having been away from it in order to complete the task

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages
Objective 11a-4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

37 to 48 Months

CD1.2.2.1.37_to_48_months Persists in activities for longer periods of time and shows increasing tendency to engage in tasks from start-to-finish (e.g., insists on finishing a drawing before going outside, wants to continue building structure until all blocks are used) and later in this age range seeks to return to an activity after having been away from it in order to complete the task

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages
Objective 11a-4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

49 to 60 Months

CD1.2.2.1.49_to_60_months Persists in activities for longer periods of time and shows increasing tendency to engage in tasks from start-to-finish (e.g., insists on finishing a drawing before going outside, wants to continue building structure until all blocks are used) and later in this age range seeks to return to an activity after having been away from it in order to complete the task

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages
Objective 11a-6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

Domain Component	Approaches to Learning
Learning Goal	Shows persistence in approaching tasks
Strand	ACCEPTANCE OF CHALLENGES

9 to 18 Months	19 to 36 Months	37 to 48 Months	49 to 60 Months
<p>CD1.2.3.1.9_to_18_months Shows increasing willingness to repeat attempts at communication if not understood or repeat actions when encountering difficulties, with increasing ability to try different strategies until successful (e.g., repeatedly tries to force same shape into shape sorter; later in age range, tries a different shape after unsuccessful attempt)</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 11c Solves problems Objective 11c-2 Reacts to a problem; seeks to achieve a specific goal</p>	<p>CD1.2.3.1.19_to_36_months Shows increasing willingness to repeat attempts at communication if not understood or repeat actions when encountering difficulties, with increasing ability to try different strategies until successful (e.g., repeatedly tries to force same shape into shape sorter; later in age range, tries a different shape after unsuccessful attempt)</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 11b Persists Objective 11b-4 Practices an activity many times until successful</p>	<p>CD1.2.3.1.37_to_48_months Persists with adult encouragement and support even when presented with challenges (e.g., continues trying to build tall block tower even when some pieces fall; tries again to write name after running out of space on paper or recognizing a mistake)</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 11b Persists Objective 11b-4 Practices an activity many times until successful</p>	<p>CD1.2.3.1.49_to_60_months Persists with adult encouragement and support even when presented with challenges (e.g., continues trying to build tall block tower even when some pieces fall; tries again to write name after running out of space on paper or recognizing a mistake)</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 11b Persists Objective 11b-6 Plans and pursues a variety of appropriately challenging tasks</p>

Domain Component	Executive Function
Learning Goal	Focuses and sustains attention
Strand	ATTENTION & ENGAGEMENT

Birth to 8 Months	9 to 18 Months	19 to 36 Months
<p>CD2.1.1.1.Birth_to_8_months Orients to and focuses on sounds, activities, people, and objects in the environment (e.g., attends to sounds, lights, etc.; turns head to follow caregiver with his or her gaze)</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 11a Attends and engages Objective 11a-2 Pays attention to sights and sounds</p>	<p>CD2.1.1.1.9_to_18_months Orients to and focuses on sounds, activities, people, and objects in the environment (e.g., attends to sounds, lights, etc.; turns head to follow caregiver with his or her gaze)</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 11a Attends and engages Objective 11a-2 Pays attention to sights and sounds</p>	<p>CD2.1.1.2.19_to_36_months Maintains focus and attention for longer periods of time with increasing independence and ability to ignore distractions and resume task after interruptions</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 11a Attends and engages Objective 11a-4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>



CD2.1.1.2.Birth_to_8_months Shows increasing ability to attend to people and objects and join others in a common focus (e.g., attends to a short, familiar storybook, though may not want to follow book page by page)

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

CD2.1.1.2.9_to_18_months Shows increasing ability to attend to people and objects and join others in a common focus (e.g., attends to a short, familiar storybook, though may not want to follow book page by page)

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds



Domain Component	Executive Function
Learning Goal	Focuses and sustains attention
Strand (CONT...)	ATTENTION & ENGAGEMENT

37 to 48 Months

CD2.1.1.2.37_to_48_months Maintains focus and attention for longer periods of time with increasing independence and ability to ignore distractions and resume task after interruptions

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

49 to 60 Months

CD2.1.1.2.49_to_60_months Maintains focus and attention for longer periods of time with increasing independence and ability to ignore distractions and resume task after interruptions

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

Domain Component	Executive Function
Learning Goal	Focuses and sustains attention
Strand	SELECTIVE ATTENTION

19 to 36 Months

CD2.1.2.1.19_to_36_months Focuses on something specific while ignoring irrelevant information (selective attention) with increasing skill (e.g., counts only yellow bears in a group that includes bears of other colors; carries on a conversation despite loud background noise on the playground)

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

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

37 to 48 Months

CD2.1.2.1.37_to_48_months Focuses on something specific while ignoring irrelevant information (selective attention) with increasing skill (e.g., counts only yellow bears in a group that includes bears of other colors; carries on a conversation despite loud background noise on the playground)

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-5 Emerging: Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

49 to 60 Months

CD2.1.2.1.49_to_60_months Focuses on something specific while ignoring irrelevant information (selective attention) with increasing skill (e.g., counts only yellow bears in a group that includes bears of other colors; carries on a conversation despite loud background noise on the playground)

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

**Domain
Component**

Executive Function

Learning Goal

Focuses and sustains attention

Strand (CONT...)

SELECTIVE ATTENTION

37 to 48 Months

CD2.1.2.2.37_to_48_months Shifts focus among various aspects of an object, activity, or story (e.g., recognizes two objects are alike because they are the same color, then recognizes that one of them is like another object because it is the same shape; talks about specific aspects of a story)

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-5 Emerging: Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

CD2.1.2.3.37_to_48_months Shows increasing ability to shift attention away from a desired object, activity, person, etc. with adult support and coaching (e.g., engages in a different activity when preferred activity is unavailable; with support focuses on a book after a difficult separation from caregiver)

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-5 Emerging: Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

49 to 60 Months

CD2.1.2.2.49_to_60_months Shifts focus among various aspects of an object, activity, or story (e.g., recognizes two objects are alike because they are the same color, then recognizes that one of them is like another object because it is the same shape; talks about specific aspects of a story)

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

CD2.1.2.3.49_to_60_months Shows increasing ability to shift attention away from a desired object, activity, person, etc. with adult support and coaching (e.g., engages in a different activity when preferred activity is unavailable; with support focuses on a book after a difficult separation from caregiver)

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions



**Domain
Component**

Executive Function

Learning Goal

Shows flexibility in adjusting thinking and behavior to different contexts

Strand

FLEXIBLE THINKING

Birth to 8 Months

CD2.2.1.1.Birth_to_8_months Uses familiar objects in new or unanticipated ways (e.g., drops or throws a rattle, uses an overturned pail as a drum, and later in this age range pretends a block is a phone)

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

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

9 to 18 Months

CD2.2.1.1.9_to_18_months Uses familiar objects in new or unanticipated ways (e.g., drops or throws a rattle, uses an overturned pail as a drum, and later in this age range pretends a block is a phone)

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

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

19 to 36 Months

CD2.2.1.1.19_to_36_months Uses familiar objects in new or unanticipated ways (e.g., drops or throws a rattle, uses an overturned pail as a drum, and later in this age range pretends a block is a phone)

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

Objective 11e-4 Uses creativity and imagination during play and routine tasks



Domain Component	Executive Function
Learning Goal	Shows flexibility in adjusting thinking and behavior to different contexts
Strand (CONT...)	FLEXIBLE THINKING

37 to 48 Months

CD2.2.1.1.37_to_48_months Shows increasing ability to flexibly shift between roles or use props in multiple ways (e.g., pretends to be the dad and the pet dog, using different voices and actions for each character; uses a paper plate as a steering wheel and then later as a bus driver's hat)

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

Objective 11e-4 Uses creativity and imagination during play and routine tasks

49 to 60 Months

CD2.2.1.1.49_to_60_months Shows increasing ability to flexibly shift between roles or use props in multiple ways (e.g., pretends to be the dad and the pet dog, using different voices and actions for each character; uses a paper plate as a steering wheel and then later as a bus driver's hat)

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

Objective 11e-6 Changes plans if a better idea is thought of or proposed

Domain Component	Executive Function
Learning Goal	Shows flexibility in adjusting thinking and behavior to different contexts
Strand	ADJUSTING BEHAVIOR TO MATCH CONTEXT

19 to 36 Months

CD2.2.2.1.19_to_36_months Transitions from one activity to the next (e.g., moving from center time to snack time) with increasing independence and ability to adjust to changes in routine when necessary with support and advance notice from adults

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders

37 to 48 Months

CD2.2.2.1.37_to_48_months Transitions from one activity to the next (e.g., moving from center time to snack time) with increasing independence and ability to adjust to changes in routine when necessary with support and advance notice from adults

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders

49 to 60 Months

CD2.2.2.1.49_to_60_months Transitions from one activity to the next (e.g., moving from center time to snack time) with increasing independence and ability to adjust to changes in routine when necessary with support and advance notice from adults

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders



Domain Component

Executive Function

Learning Goal

Shows flexibility in adjusting thinking and behavior to different contexts

Strand (CONT...)

ADJUSTING BEHAVIOR TO MATCH CONTEXT

37 to 48 Months

CD2.2.2.37_to_48_months Applies different rules in different contexts with decreasing need for reminders (e.g., takes shoes off at home, but not at school; runs and uses “outside voice” when on playground, but uses “walking feet” and “inside voice” in classroom; if a dual language learner, speaks in home language or English based on whom they are talking to)

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders

49 to 60 Months

CD2.2.2.49_to_60_months Applies different rules in different contexts with decreasing need for reminders (e.g., takes shoes off at home, but not at school; runs and uses “outside voice” when on playground, but uses “walking feet” and “inside voice” in classroom; if a dual language learner, speaks in home language or English based on whom they are talking to)

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders

CD2.2.2.3.49_to_60_months Flexibly shifts between directions during an activity or game (e.g., usually performs actions at appropriate times during “Simon Says”; sorts objects by color and then by shape when prompted)

GOLD® Objectives for Development and Learning

Objective 11e Shows flexibility and inventiveness in thinking

Objective 11e-6 Changes plans if a better idea is thought of or proposed



Domain Component	Executive Function
Learning Goal	Regulates impulses and behaviors
Strand	IMPULSE CONTROL

Birth to 8 Months	9 to 18 Months	19 to 36 Months
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CD2.3.1.1.Birth_to_8_months Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: SE2.1 Experiences, expresses, and regulates a range of emotions

GOLD® Objectives for Development and Learning
No aligned objectives

CD2.3.2.1.9_to_18_months Responds to redirection and limit-setting with increasing consistency (e.g., pauses when an adult says "stop" or asks them not to do something)

GOLD® Objectives for Development and Learning
Objective 1b Follows limits and expectations
Objective 1b-4 Accepts redirection from adults

CD2.3.2.1.19_to_36_months Responds to redirection and limit-setting with increasing consistency (e.g., pauses when an adult says "stop" or asks them not to do something)

GOLD® Objectives for Development and Learning
Objective 1b Follows limits and expectations
Objective 1b-4 Accepts redirection from adults

CD2.3.2.2.19_to_36_months Shows increasing control over impulsive actions, words, and behaviors with adult support (e.g., walks around instead of through a puddle when directed; avoids imitating negative behavior of peer with adult support; requests turn with a toy rather than grabbing it)

GOLD® Objectives for Development and Learning
Objective 1a Manages feelings
Objective 1a-5 Emerging: Is able to look at a situation differently or delay gratification

37 to 48 Months

CD2.3.2.1.37_to_48_months Shows increasing control over impulsive actions, words, and behaviors with adult support (e.g., walks around instead of through a puddle when directed; avoids imitating negative behavior of peer with adult support; requests turn with a toy rather than grabbing it)

GOLD® Objectives for Development and Learning
Objective 1a Manages feelings
Objective 1a-6 Is able to look at a situation differently or delay gratification

49 to 60 Months

CD2.3.2.1.49_to_60_months Shows increasing control over impulsive actions, words, and behaviors with adult support (e.g., walks around instead of through a puddle when directed; avoids imitating negative behavior of peer with adult support; requests turn with a toy rather than grabbing it)

GOLD® Objectives for Development and Learning
Objective 1a Manages feelings
Objective 1a-6 Is able to look at a situation differently or delay gratification

Domain Component	Executive Function
Learning Goal	Regulates impulses and behaviors
Strand	DELAY OF GRATIFICATION

19 to 36 Months	37 to 48 Months	49 to 60 Months
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CD2.3.3.1.19_to_36_months Shows increasing understanding of phrases like "later" and "after lunch" and ability to comply with requests that involve waiting (e.g., "Eat your snack and then we'll play with cars.")

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations
Objective 1b-4 Accepts redirection from adults

CD2.3.3.1.37_to_48_months Shows increasing understanding of phrases like "later" and "after lunch" and ability to comply with requests that involve waiting (e.g., "Eat your snack and then we'll play with cars.")

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings
Objective 1a-6 Is able to look at a situation differently or delay gratification

CD2.3.3.1.49_to_60_months Shows increasing ability to delay gratification (e.g., raises hand and waits to be called on during small group time; waits until end of birthday song to eat special snack; waits until there is space at a center to select an activity)

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings
Objective 1a-6 Is able to look at a situation differently or delay gratification

CD2.3.3.2.37_to_48_months Shows increasing ability to delay gratification (e.g., raises hand and waits to be called on during small group time; waits until end of birthday song to eat special snack; waits until there is space at a center to select an activity)

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings
Objective 1a-6 Is able to look at a situation differently or delay gratification

Domain Component	Executive Function
Learning Goal	Holds and manipulates information in memory

Birth to 8 Months

CD2.4.1.1.Birth_to_8_months Shows awareness that people and objects still exist when they are out of sight and sound range (object permanence; e.g., reaches under a blanket to retrieve a stuffed animal that an adult has hidden while child watches; when older, watches at the window after a family member leaves)

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

Objective 12a-2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

9 to 18 Months

CD2.4.1.1.9_to_18_months Shows awareness that people and objects still exist when they are out of sight and sound range (object permanence; e.g., reaches under a blanket to retrieve a stuffed animal that an adult has hidden while child watches; when older, watches at the window after a family member leaves)

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

Objective 12a-2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

19 to 36 Months

CD2.4.1.1.19_to_36_months Searches for hidden or missing objects and notices when people are missing from a familiar group (e.g., when a peer is absent)

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

Objective 12a-2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

Domain Component

Executive Function

Learning Goal

Holds and manipulates information in memory

Strand (CONT...)

SHORT-TERM & WORKING MEMORY

19 to 36 Months

CD2.4.1.2.19_to_36_months Remembers and communicates about recent events (e.g., what happened earlier in the day; what has just happened in a story being read)

GOLD® Objectives for Development and Learning

Objective 12a 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

CD2.4.1.3.19_to_36_months Remembers and follows two-step directions (e.g., “Put all the crayons in the basket, then put the basket on the shelf”; “Touch your nose, then touch your ear”) with decreasing need for adult support

GOLD® Objectives for Development and Learning

Objective 12a 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

37 to 48 Months

CD2.4.1.1.37_to_48_months Shows increasing skill in memory games (e.g., recalls an increasing number of items removed from view in games like “What’s Missing”; plays simple memory matching card games)

GOLD® Objectives for Development and Learning

Objective 12a 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

CD2.4.1.2.37_to_48_months Remembers and communicates about recent events (e.g., what happened earlier in the day; what has just happened in a story being read)

GOLD® Objectives for Development and Learning

Objective 12a 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

49 to 60 Months

CD2.4.1.1.49_to_60_months Shows increasing skill in memory games (e.g., recalls an increasing number of items removed from view in games like “What’s Missing”; plays simple memory matching card games)

GOLD® Objectives for Development and Learning

Objective 12a 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

CD2.4.1.2.49_to_60_months Remembers and follows multi-step directions (e.g., “Push in your chair, throw away your trash, and then join us for circle time”; follows a sequence of actions for a song such as jumping, then clapping, then turning around) with decreasing need for adult support

GOLD® Objectives for Development and Learning

Objective 12a 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



**Domain
Component**

Executive Function

Learning Goal

Holds and manipulates information in memory

Strand (CONT...)

SHORT-TERM & WORKING MEMORY

37 to 48 Months

CD2.4.1.3.37_to_48_months Remembers and follows two-step directions (e.g., “Put all the crayons in the basket, then put the basket on the shelf”; “Touch your nose, then touch your ear”) with decreasing need for adult support

GOLD® Objectives for Development and Learning

Objective 12a 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

CD2.4.1.4.37_to_48_months Remembers and follows multi-step directions (e.g., “Push in your chair, throw away your trash, and then join us for circle time”; follows a sequence of actions for a song such as jumping, then clapping, then turning around) with decreasing need for adult support

GOLD® Objectives for Development and Learning

Objective 12a 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

CD2.4.1.5.37_to_48_months Remembers and processes multiple pieces of information before responding (e.g., considers two or more options before making a choice; remembers response to teacher’s question long enough to respond after waiting for peers to share their comments)

GOLD® Objectives for Development and Learning

Objective 12a 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

49 to 60 Months

CD2.4.1.3.49_to_60_months Remembers and processes multiple pieces of information before responding (e.g., considers two or more options before making a choice; remembers response to teacher’s question long enough to respond after waiting for peers to share their comments)

GOLD® Objectives for Development and Learning

Objective 12a 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



Domain Component	Executive Function
Learning Goal	Holds and manipulates information in memory
Strand	LONG-TERM MEMORY

Birth to 8 Months

CD2.4.2.1.Birth_to_8_months Anticipates familiar actions or routines (e.g., raises legs when diaper is changed; later in this age range, goes to table when it is time to eat)

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

Objective 12b-2 Looks for familiar persons when they are named; relates objects to events

CD2.4.2.2.Birth_to_8_months Responds to familiar people and objects (e.g., shows excitement about a toy that was played with days earlier; later in this age range looks for or points to familiar people or objects when they are named)

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

Objective 12b-2 Looks for familiar persons when they are named; relates objects to events

9 to 18 Months

CD2.4.2.1.9_to_18_months Anticipates familiar actions or routines (e.g., raises legs when diaper is changed; later in this age range, goes to table when it is time to eat)

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

Objective 12b-2 Looks for familiar persons when they are named; relates objects to events

CD2.4.2.2.9_to_18_months Responds to familiar people and objects (e.g., shows excitement about a toy that was played with days earlier; later in this age range looks for or points to familiar people or objects when they are named)

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

Objective 12b-2 Looks for familiar persons when they are named; relates objects to events

19 to 36 Months

CD2.4.2.1.19_to_36_months Learns and recalls motor routines, songs, and rhymes over time with increasing accuracy (e.g., sings along with familiar song and performs accompanying actions)

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

Objective 12a-2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

CD2.4.2.2.19_to_36_months Tells some details about stories or personal experiences with adult support and modeling

GOLD® Objectives for Development and Learning

Objective 12a 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

37 to 48 Months

CD2.4.2.1.37_to_48_months Learns and recalls motor routines, songs, and rhymes over time with increasing accuracy (e.g., sings along with familiar song and performs accompanying actions)

GOLD® Objectives for Development and Learning

Objective 12a 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

49 to 60 Months

CD2.4.2.1.49_to_60_months Imitates actions or behaviors that were observed at an earlier time (e.g., uses traffic hand signals on trike track after seeing them demonstrated by a crossing guard; divides markers into "fair share" groups after observing teacher do this the day before)

GOLD® Objectives for Development and Learning

Objective 12a 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



**Domain
Component**

Executive Function

Learning Goal

Holds and manipulates information in memory

Strand (CONT...)

LONG-TERM MEMORY

37 to 48 Months

CD2.4.2.2.37_to_48_months Imitates actions or behaviors that were observed at an earlier time (e.g., uses traffic hand signals on trike track after seeing them demonstrated by a crossing guard; divides markers into “fair share” groups after observing teacher do this the day before)

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

Objective 12b-6 Draws on everyday experiences and applies this knowledge to a similar situation

CD2.4.2.3.37_to_48_months Tells some details about stories or personal experiences with adult support and modeling

GOLD® Objectives for Development and Learning

Objective 12a 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

CD2.4.2.4.37_to_48_months Remembers past experiences or familiar stories with increasing ability to independently and accurately recall details and retell events in sequence

GOLD® Objectives for Development and Learning

Objective 12a 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

49 to 60 Months

CD2.4.2.2.49_to_60_months Remembers past experiences or familiar stories with increasing ability to independently and accurately recall details and retell events in sequence

GOLD® Objectives for Development and Learning

Objective 12a 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



Domain Component

Logic and Reasoning

Learning Goal

Uses reasoning and planning ahead to solve problems and reach goals

Strand

PROBLEM SOLVING

Birth to 8 Months

CD3.1.1.1.Birth_to_8_months Uses own movements and actions to solve simple problems or reach goals (e.g., rolls to the side to reach an interesting object; pulls on an adult's leg when wants to be picked up)

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

9 to 18 Months

CD3.1.1.1.9_to_18_months Uses own movements and actions to solve simple problems or reach goals (e.g., rolls to the side to reach an interesting object; pulls on an adult's leg when wants to be picked up)

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

19 to 36 Months

CD3.1.1.2.19_to_36_months Uses a variety of strategies to solve problems, such as trial-and-error, applying knowledge from previous experience, asking for help, or using objects as tools (e.g., using an object to reach something under a shelf)

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

37 to 48 Months

CD3.1.1.1.37_to_48_months Uses a variety of strategies to solve problems, such as trial-and-error, applying knowledge from previous experience, asking for help, or using objects as tools (e.g., using an object to reach something under a shelf)

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

49 to 60 Months

CD3.1.1.1.49_to_60_months Uses a variety of strategies to solve problems, such as trial-and-error, applying knowledge from previous experience, asking for help, or using objects as tools (e.g., using an object to reach something under a shelf)

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

Objective 11c-6 Solves problems without having to try every possibility

CD3.1.1.2.37_to_48_months Generates new approaches or changes plans if a better alternative is thought of or suggested (e.g., decides to build block structure on hard surface after it keeps falling down on the thick rug; accepts suggestion to use tape instead of glue to affix small leaves to a piece of paper)

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

Objective 11c-6 Solves problems without having to try every possibility

CD3.1.1.2.49_to_60_months Generates new approaches or changes plans if a better alternative is thought of or suggested (e.g., decides to build block structure on hard surface after it keeps falling down on the thick rug; accepts suggestion to use tape instead of glue to affix small leaves to a piece of paper)

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

Objective 11c-6 Solves problems without having to try every possibility



Domain Component	Logic and Reasoning
Learning Goal	Uses reasoning and planning ahead to solve problems and reach goals
Strand	PLANNING

37 to 48 Months

CD3.1.2.1.37_to_48_months Talks out loud to self (self-talk) during play (e.g., says "I need all the red pieces. Here's another one...doesn't fit...turn it this way" while putting together a puzzle; "I'm the mommy, so I'm going to feed the baby then go to work" while playing alone in the dramatic play area)

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

Objective 11c-6 Solves problems without having to try every possibility

CD3.1.2.2.37_to_48_months Shows increasing ability to independently and collaboratively make choices, plan for play scenarios or activities, and anticipate problems (e.g., assigns roles in dramatic play; gathers materials to complete an art project; says "Tell me when you're finished at the computer so I can have a turn.")

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

Objective 11c-6 Solves problems without having to try every possibility

49 to 60 Months

CD3.1.2.1.49_to_60_months Talks out loud to self (self-talk) during play (e.g., says "I need all the red pieces. Here's another one...doesn't fit...turn it this way" while putting together a puzzle; "I'm the mommy, so I'm going to feed the baby then go to work" while playing alone in the dramatic play area)

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

Objective 11c-6 Solves problems without having to try every possibility

CD3.1.2.2.49_to_60_months Shows increasing ability to independently and collaboratively make choices, plan for play scenarios or activities, and anticipate problems (e.g., assigns roles in dramatic play; gathers materials to complete an art project; says "Tell me when you're finished at the computer so I can have a turn.")

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

Objective 11c-6 Solves problems without having to try every possibility

Domain Component	Logic and Reasoning
Learning Goal	Engages in symbolic and abstract thinking
Strand	PRETEND PLAY

Birth to 8 Months

CD3.2.1.1.Birth_to_8_months Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: • LD1.1 Understands and responds to language (in child's home language) • LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure

GOLD® Objectives for Development and Learning

No aligned objectives

9 to 18 Months

CD3.2.2.1.9_to_18_months Uses realistic props in ways similar to the real objects they represent (e.g., talks on a toy phone) and imitates everyday actions of others

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-2 Imitates actions of others during play; uses real objects as props

19 to 36 Months

CD3.2.2.2.19_to_36_months Uses familiar objects to represent something else (object substitution; e.g., uses a block as a pretend phone) and acts out routines, stories, or social roles alone or with peers

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-4 Acts out familiar or imaginary scenarios; may use props to stand for something else

37 to 48 Months

CD3.2.2.1.37_to_48_months Uses familiar objects to represent something else (object substitution; e.g., uses a block as a pretend phone) and acts out routines, stories, or social roles alone or with peers

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-4 Acts out familiar or imaginary scenarios; may use props to stand for something else

CD3.2.2.2.37_to_48_months Uses language or imaginary props to stand in for objects (e.g., mimes holding a phone; says "Let's pretend I gave you a ticket for the bus") and engages in increasingly complex, longer play scenarios, assigning or assuming roles and discussing and planning actions

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-4 Acts out familiar or imaginary scenarios; may use props to stand for something else

49 to 60 Months

CD3.2.2.1.49_to_60_months Uses language or imaginary props to stand in for objects (e.g., mimes holding a phone; says "Let's pretend I gave you a ticket for the bus") and engages in increasingly complex, longer play scenarios, assigning or assuming roles and discussing and planning actions

GOLD® Objectives for Development and Learning

Objective 14b 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



Domain Component	Logic and Reasoning
Learning Goal	Engages in symbolic and abstract thinking
Strand	SYMBOLIC REPRESENTATION

9 to 18 Months	19 to 36 Months	37 to 48 Months	49 to 60 Months
<p>CD3.2.3.1.9_to_18_months Recognizes that illustrations and photographs are representations of real things (e.g., points to pictures in book rather than trying to grasp objects on page; identifies people in photographs; learns names of animals from book and extends knowledge to real animals they see)</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 14a Thinks symbolically Objective 14a-2 Recognizes people, objects, and animals in pictures or photographs</p>	<p>CD3.2.3.1.19_to_36_months Recognizes that illustrations and photographs are representations of real things (e.g., points to pictures in book rather than trying to grasp objects on page; identifies people in photographs; learns names of animals from book and extends knowledge to real animals they see)</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 14a Thinks symbolically Objective 14a-2 Recognizes people, objects, and animals in pictures or photographs</p>	<p>CD3.2.3.1.37_to_48_months Shows awareness that symbols (e.g., sign, icon, drawing) have meaning and understands that print carries a message</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 14a Thinks symbolically Objective 14a-4 Draws or constructs, and then identifies what it is</p>	<p>CD3.2.3.1.49_to_60_months Uses drawing, emergent writing of numbers and letters, movement, and other constructions (e.g., art projects) to represent ideas or feelings</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 19b Writes to convey ideas and information Objective 19b-6 Uses drawing, dictation, and mock letters or letter forms to convey a message</p>
	<p>CD3.2.3.2.19_to_36_months Shows awareness that symbols (e.g., sign, icon, drawing) have meaning and understands that print carries a message</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 17b Uses print concepts Objective 17b-2 Shows understanding that text is meaningful and can be read</p>	<p>CD3.2.3.2.37_to_48_months Uses drawing, emergent writing of numbers and letters, movement, and other constructions (e.g., art projects) to represent ideas or feelings</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 19b Writes to convey ideas and information Objective 19b-6 Uses drawing, dictation, and mock letters or letter forms to convey a message</p>	

Domain Component	Logic and Reasoning
Learning Goal	Engages in symbolic and abstract thinking



49 to 60 Months

CD3.2.4.1.49_to_60_months With adult support and prompting, engages in thinking that goes beyond the "here and now" (e.g., discusses details in a story that are not shown in an illustration, begins to understand explanations of events they have not directly experienced)

GOLD® Objectives for Development and Learning**Objective 14a Thinks symbolically**

Objective 14a-6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

Domain

Physical Development and Health (PH)

**Domain
Component**

Gross Motor

Learning Goal

Demonstrates locomotor skills

Strand

BODY MOVEMENT

Birth to 8 Months

9 to 18 Months

PH1.1.1.1.Birth_to_8_months Lifts head and chest off firm surface such as floor when on tummy; rolls over

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-2 Moves to explore immediate environment

PH1.1.1.2.9_to_18_months Shifts between lying down, sitting, and balancing on hands and knees

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-4 Experiments with different ways of moving



Domain Component

Gross Motor

Learning Goal

Demonstrates locomotor skills

Strand

TRAVELING

9 to 18 Months

PH1.1.2.1.9_to_18_months

Moves from crawling to cruising to walking showing increasing coordination for each skill

GOLD® Objectives for Development and Learning
Objective 4 Demonstrates traveling skills

Objective 4-4 Experiments with different ways of moving

19 to 36 Months

PH1.1.2.1.19_to_36_months

Changes speed or direction while moving (walking, running, using walker), though may have difficulty stopping with control

GOLD® Objectives for Development and Learning
Objective 4 Demonstrates traveling skills

Objective 4-4 Experiments with different ways of moving

37 to 48 Months

PH1.1.2.1.37_to_48_months

Moves with control, avoiding obstacles and people while moving (e.g., moves through obstacle course, steers wheelchair into small spaces; stops at intended location when running)

GOLD® Objectives for Development and Learning
Objective 4 Demonstrates traveling skills

Objective 4-6 Moves purposefully from place to place with control

49 to 60 Months

PH1.1.2.1.49_to_60_months

Moves with control, avoiding obstacles and people while moving (e.g., moves through obstacle course, steers wheelchair into small spaces; stops at intended location when running)

GOLD® Objectives for Development and Learning
Objective 4 Demonstrates traveling skills

Objective 4-8 Coordinates increasingly complex movements in play and games



Domain Component	Gross Motor
Learning Goal	Demonstrates locomotor skills
Strand (CONT...)	TRAVELING

19 to 36 Months	37 to 48 Months	49 to 60 Months
<p>PH1.1.2.2.19_to_36_months Walks and runs with balance but may move unevenly (e.g., one arm may pump more) and has relatively wide space between feet</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 4 Demonstrates traveling skills Objective 4-6 Moves purposefully from place to place with control</p>	<p>PH1.1.2.2.37_to_48_months Walks and runs with balance but may move unevenly (e.g., one arm may pump more) and has relatively wide space between feet</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 4 Demonstrates traveling skills Objective 4-6 Moves purposefully from place to place with control</p>	<p>PH1.1.2.2.49_to_60_months Walks and runs smoothly with more consistent leg and arm opposition movements and narrower space between feet</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 4 Demonstrates traveling skills Objective 4-8 Coordinates increasingly complex movements in play and games</p>
	<p>PH1.1.2.3.37_to_48_months Walks and runs smoothly with more consistent leg and arm opposition movements and narrower space between feet</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 4 Demonstrates traveling skills Objective 4-6 Moves purposefully from place to place with control</p>	

Domain Component	Gross Motor
Learning Goal	Demonstrates locomotor skills
Strand	CLIMBING

9 to 18 Months	19 to 36 Months	37 to 48 Months	49 to 60 Months
<p>PH1.1.3.1.9_to_18_months Crawls up stairs on hands or knees, later in this age range walks up and down stairs holding an adult's hand, stepping with both feet on each step</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 4 Demonstrates traveling skills Objective 4-4 Experiments with different ways of moving</p>	<p>PH1.1.3.1.19_to_36_months Walks up and down stairs or climbing equipment by stepping with both feet on each step, with increasing ability to move without support from adult or handrail</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 4 Demonstrates traveling skills Objective 4-4 Experiments with different ways of moving</p>	<p>PH1.1.3.1.37_to_48_months Climbs up and down stairs or playground equipment using alternating feet and smooth, coordinated movements</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 5 Demonstrates balancing skills Objective 5-6 Sustains balance during simple movement experiences</p>	<p>PH1.1.3.1.49_to_60_months Climbs up and down stairs or playground equipment using alternating feet and smooth, coordinated movements</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 4 Demonstrates traveling skills Objective 4-8 Coordinates increasingly complex movements in play and games</p>

Domain Component

Gross Motor

Learning Goal

Demonstrates locomotor skills

Strand

COMPLEX MOVEMENT

19 to 36 Months

PH1.1.4.1.19_to_36_months Experiments with different ways of moving (e.g., walks on tiptoes, walks backwards, marches, uses walker, pushes or pedals riding toy with feet)

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-4 Experiments with different ways of moving

37 to 48 Months

PH1.1.4.1.37_to_48_months Shows increasing ability to coordinate complex movements (e.g., galloping, sliding, hopping, and later skipping and leaping) smoothly and with ease

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-6 Moves purposefully from place to place with control

49 to 60 Months

PH1.1.4.1.49_to_60_months Shows increasing ability to coordinate complex movements (e.g., galloping, sliding, hopping, and later skipping and leaping) smoothly and with ease

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-8 Coordinates increasingly complex movements in play and games

Domain Component

Gross Motor

Learning Goal

Shows stability and balance

Strand

CORE STABILITY

Birth to 8 Months

PH1.2.1.1.Birth_to_8_months Sits independently with increasing stability and ability to change positions (e.g., get into sitting position from lying down or crawling, reach for a toy without falling, pull to a standing position from sitting)

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-2 Balances while exploring immediate environment

9 to 18 Months

PH1.2.1.1.9_to_18_months Sits independently with increasing stability and ability to change positions (e.g., get into sitting position from lying down or crawling, reach for a toy without falling, pull to a standing position from sitting)

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-4 Experiments with different ways of moving

19 to 36 Months

PH1.2.1.1.19_to_36_months Shows increased ability to maintain balance while in motion when moving from one position to another, changing directions, or stopping abruptly (e.g., carries a toy while walking, gets in and out of a chair, squats to pick up toys, "freezes" while running)

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-4 Experiments with different ways of balancing



Domain Component

Gross Motor

Learning Goal

Shows stability and balance

Strand (CONT...)

CORE STABILITY

9 to 18 Months

PH1.2.1.2.9_to_18_months Shows increased ability to maintain balance while in motion when moving from one position to another, changing directions, or stopping abruptly (e.g., carries a toy while walking, gets in and out of a chair, squats to pick up toys, "freezes" while running)

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-4 Experiments with different ways of balancing

19 to 36 Months

PH1.2.1.2.19_to_36_months Coordinates increasingly complex movements while maintaining core stability (e.g., holds body upright while moving wheelchair forward, sits on and steers tricycle or other ride-on toy)

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

PH1.2.1.3.19_to_36_months Balances (e.g., on beam or sandbox edge or while standing on one leg) for progressively longer periods of time with increasing stability and independence

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

37 to 48 Months

PH1.2.1.1.37_to_48_months Shows increased ability to maintain balance while in motion when moving from one position to another, changing directions, or stopping abruptly (e.g., carries a toy while walking, gets in and out of a chair, squats to pick up toys, "freezes" while running)

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

49 to 60 Months

PH1.2.1.1.49_to_60_months Coordinates increasingly complex movements while maintaining core stability (e.g., holds body upright while moving wheelchair forward, sits on and steers tricycle or other ride-on toy)

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-8 Sustains balance during complex movement experiences



Domain Component	Gross Motor
Learning Goal	Shows stability and balance
Strand (CONT...)	CORE STABILITY

37 to 48 Months

PH1.2.1.2.37_to_48_months Coordinates increasingly complex movements while maintaining core stability (e.g., holds body upright while moving wheelchair forward, sits on and steers tricycle or other ride-on toy)

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

49 to 60 Months

PH1.2.1.2.49_to_60_months Balances (e.g., on beam or sandbox edge or while standing on one leg) for progressively longer periods of time with increasing stability and independence

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-8 Sustains balance during complex movement experiences

PH1.2.1.3.37_to_48_months Balances (e.g., on beam or sandbox edge or while standing on one leg) for progressively longer periods of time with increasing stability and independence

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

Domain Component	Gross Motor
Learning Goal	Shows stability and balance
Strand	JUMPING, HOPPING, & LEAPING

19 to 36 Months

PH1.2.2.1.19_to_36_months Shows increasing competence in jumping for height (e.g., up and down, off a low step) and distance (e.g., jumps over objects, jumps forward), with increasing ability to use two-footed takeoff and landing with arm swing

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-4 Experiments with different ways of balancing

37 to 48 Months

PH1.2.2.1.37_to_48_months Shows increasing competence in jumping for height (e.g., up and down, off a low step) and distance (e.g., jumps over objects, jumps forward), with increasing ability to use two-footed takeoff and landing with arm swing

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

49 to 60 Months

PH1.2.2.1.49_to_60_months Shows increasing competence in jumping for height (e.g., up and down, off a low step) and distance (e.g., jumps over objects, jumps forward), with increasing ability to use two-footed takeoff and landing with arm swing

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-8 Sustains balance during complex movement experiences



Domain Component	Gross Motor
Learning Goal	Shows stability and balance
Strand (CONT...)	JUMPING, HOPPING, & LEAPING

37 to 48 Months

PH1.2.2.2.37_to_48_months Hops and leaps with increasing skill and control (e.g., hops forward on one foot without losing balance, leaps over a “river” made from two ropes taking off with one foot and landing on the other)

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

49 to 60 Months

PH1.2.2.2.49_to_60_months Hops and leaps with increasing skill and control (e.g., hops forward on one foot without losing balance, leaps over a “river” made from two ropes taking off with one foot and landing on the other)

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-8 Sustains balance during complex movement experiences

Domain Component	Gross Motor
Learning Goal	Demonstrates gross-motor manipulative skills
Strand	THROWING

Birth to 8 Months

PH1.3.1.1.Birth_to_8_months Reaches for and drops objects, grasps a rolled ball or other object with two hands, pushes or rolls objects, bats or swipes at toys

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-2 Reaches, grasps, and releases objects

9 to 18 Months

PH1.3.1.1.9_to_18_months Reaches for and drops objects, grasps a rolled ball or other object with two hands, pushes or rolls objects, bats or swipes at toys

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-2 Reaches, grasps, and releases objects

19 to 36 Months

PH1.3.1.1.19_to_36_months Tosses or throws balls or other objects (e.g., beanbag) with increasing control of direction, aim, and speed

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



Domain Component	Gross Motor
Learning Goal	Demonstrates gross-motor manipulative skills
Strand (CONT...)	THROWING

37 to 48 Months

PH1.3.1.1.37_to_48_months Tosses or throws balls or other objects (e.g., beanbag) with increasing control of direction, aim, and speed

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

49 to 60 Months

PH1.3.1.1.49_to_60_months Tosses or throws balls or other objects with increased accuracy and force, stepping forward with the leg opposite the throwing arm and following through

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-8 Manipulates balls or similar objects with a full range of motion

Domain Component	Gross Motor
Learning Goal	Demonstrates gross-motor manipulative skills
Strand	CATCHING

19 to 36 Months

PH1.3.2.1.19_to_36_months Catches medium- to large-size balls and similar objects by trapping ball against body with straight arms, showing increased ability to visually track objects in space

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

37 to 48 Months

PH1.3.2.1.37_to_48_months Catches medium- to large-size balls and similar objects by trapping ball against body with straight arms, showing increased ability to visually track objects in space

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

49 to 60 Months

PH1.3.2.1.49_to_60_months Catches balls or other objects of any size with both hands, with arms bent

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-8 Manipulates balls or similar objects with a full range of motion



Domain Component	Gross Motor
Learning Goal	Demonstrates gross-motor manipulative skills
Strand	STRIKING

19 to 36 Months	37 to 48 Months	49 to 60 Months
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PH1.3.3.1.19_to_36_months Strikes a stationary ball or other object with hand or arm (e.g., strikes a ball off of a table with hand), may not follow through or have accurate aim

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

PH1.3.3.1.37_to_48_months Strikes a stationary ball or other object (e.g., hits beach ball with a short-handled paddle) with increasing follow through and accurate aim

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

PH1.3.3.1.49_to_60_months Strikes a stationary ball or other object (e.g., hits beach ball with a short-handled paddle) with increasing follow through and accurate aim

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills
Objective 6-8 Manipulates balls or similar objects with a full range of motion

Domain Component	Gross Motor
Learning Goal	Demonstrates gross-motor manipulative skills
Strand	KICKING

19 to 36 Months	37 to 48 Months	49 to 60 Months
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PH1.3.4.1.19_to_36_months Kicks with increased control and range of movement, progressing from kicking a stationary ball from a standing position to stepping or running up to it

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

PH1.3.4.1.37_to_48_months Kicks with increased control and range of movement, progressing from kicking a stationary ball from a standing position to stepping or running up to it

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

PH1.3.4.1.49_to_60_months Kicks moving ball while running, tracking ball visually and using full leg swing with arms moving in opposition to the legs

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills
Objective 6-8 Manipulates balls or similar objects with a full range of motion

Domain Component	Fine Motor
Learning Goal	Demonstrates fine-motor strength, control, and coordination
Strand	HAND-EYE COORDINATION

Birth to 8 Months	9 to 18 Months	19 to 36 Months
<p>PH2.1.1.1.Birth_to_8_months Uses hand-eye coordination to reach for, touch, and explore properties of objects</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 7a Uses fingers and hands Objective 7a-2 Reaches for, touches, and holds objects purposefully</p>	<p>PH2.1.1.1.9_to_18_months Uses hand-eye coordination to reach for, touch, and explore properties of objects</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 7a Uses fingers and hands Objective 7a-2 Reaches for, touches, and holds objects purposefully</p>	<p>PH2.1.1.1.19_to_36_months Uses hand-eye coordination to complete tasks (e.g., turning pages and pointing to pictures in books, turning knobs and unscrewing lids), though may lack precision in some actions (e.g., spills water when pouring)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 7a Uses fingers and hands Objective 7a-4 Uses fingers and whole-arm movements to manipulate and explore objects</p>

37 to 48 Months	49 to 60 Months
<p>PH2.1.1.1.37_to_48_months Shows increasing refinement in hand-eye coordination (e.g., tracks words across page with finger with adult modeling and support, pours without spilling, pushes specific keys on keyboard)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 7a Uses fingers and hands Objective 7a-6 Uses refined wrist and finger movements</p>	<p>PH2.1.1.1.49_to_60_months Shows increasing refinement in hand-eye coordination (e.g., tracks words across page with finger with adult modeling and support, pours without spilling, pushes specific keys on keyboard)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 7a Uses fingers and hands Objective 7a-8 Uses small, precise finger and hand movements</p>

Domain Component	Fine Motor
Learning Goal	Demonstrates fine-motor strength, control, and coordination
Strand	GRASP AND MANIPULATION

Birth to 8 Months	9 to 18 Months	19 to 36 Months
<p>PH2.1.2.1.Birth_to_8_months Grasps objects with increasing skill, adjusting grasp to match task (e.g., uses index finger and thumb [pincer grasp] to pick up pieces of cereal, uses whole hands to bang two blocks together)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 7a Uses fingers and hands Objective 7a-2 Reaches for, touches, and holds objects purposefully</p>	<p>PH2.1.2.1.9_to_18_months Grasps objects with increasing skill, adjusting grasp to match task (e.g., uses index finger and thumb (pincer grasp) to pick up pieces of cereal, uses whole hands to bang two blocks together)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 7a Uses fingers and hands Objective 7a-2 Reaches for, touches, and holds objects purposefully</p>	<p>PH2.1.2.1.19_to_36_months Handles medium-size blocks, puzzle pieces, and manipulatives (e.g., works on three- to four-piece puzzles, puts together large connecting blocks or linking toys, strings large beads)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 7a Uses fingers and hands Objective 7a-4 Uses fingers and whole-arm movements to manipulate and explore objects</p>

Domain Component

Fine Motor

Learning Goal

Demonstrates fine-motor strength, control, and coordination

Strand (CONT...)

GRASP AND MANIPULATION

19 to 36 Months

PH2.1.2.2.19_to_36_months Manipulates a variety of fasteners with increasing skill, such as buttons, zippers, laces, and buckles

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-4 Uses fingers and whole-arm movements to manipulate and explore objects

37 to 48 Months

PH2.1.1.3.37_to_48_months Handles smaller blocks, puzzle pieces, and manipulatives (e.g., works puzzles of up to 10 pieces, builds structures using small Legos or blocks, arranges small pegs in pegboard, strings small beads)

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-6 Uses refined wrist and finger movements

PH2.1.2.3.37_to_48_months Manipulates a variety of fasteners with increasing skill, such as buttons, zippers, laces, and buckles

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-6 Uses refined wrist and finger movements

49 to 60 Months

PH2.1.1.3.49_to_60_months Handles smaller blocks, puzzle pieces, and manipulatives (e.g., works puzzles of up to 10 pieces, builds structures using small Legos or blocks, arranges small pegs in pegboard, strings small beads)

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-8 Uses small, precise finger and hand movements

PH2.1.2.3.49_to_60_months Manipulates more complex fasteners (e.g., threads belt through loops on pants, attempts to tie shoes)

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-8 Uses small, precise finger and hand movements



Domain Component	Fine Motor
Learning Goal	Adjusts grasp and coordinates movements to use tools
Strand	UTENSILS

Birth to 8 Months	9 to 18 Months	19 to 36 Months
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PH2.2.2.1.Birth_to_8_months Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: • PH2.1 Demonstrates fine motor strength, control, and coordination+D287

GOLD® Objectives for Development and Learning
No aligned objectives

PH2.2.2.1.9_to_18_months Scoops food with spoon with increasing control

GOLD® Objectives for Development and Learning
Objective 7a Uses fingers and hands
Objective 7a-4 Uses fingers and whole-arm movements to manipulate and explore objects

PH2.2.2.1.19_to_36_months Scoops food with spoon with increasing control

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

PH2.2.2.2.19_to_36_months Uses eating utensils with increasing competence, including spearing food with a fork and cutting food with a butter knife

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

37 to 48 Months	49 to 60 Months
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PH2.2.2.1.37_to_48_months Uses eating utensils with increasing competence, including spearing food with a fork and cutting food with a butter knife

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

PH2.2.2.1.49_to_60_months Uses eating utensils with increasing competence, including spearing food with a fork and cutting food with a butter knife

GOLD® Objectives for Development and Learning
Objective 7a Uses fingers and hands
Objective 7a-8 Uses small, precise finger and hand movements

Domain Component	Fine Motor
Learning Goal	Adjusts grasp and coordinates movements to use tools
Strand	WRITING & DRAWING TOOLS

9 to 18 Months

PH2.2.3.1.9_to_18_months
Holds large writing and drawing tools (e.g., crayons, sidewalk chalk) to make spontaneous dots and scribbles, progressing from whole hand grip to approximate thumb-and-finger grip (may still move whole arm to make marks)

GOLD® Objectives for Development and Learning

Objective 7b Uses writing and drawing tools

Objective 7b-2 Grasps drawing and writing tools, jabbing at paper

19 to 36 Months

PH2.2.3.1.19_to_36_months
Holds large writing and drawing tools (e.g., crayons, sidewalk chalk) to make spontaneous dots and scribbles, progressing from whole hand grip to approximate thumb-and-finger grip (may still move whole arm to make marks)

GOLD® Objectives for Development and Learning

Objective 7b 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

37 to 48 Months

PH2.2.3.1.37_to_48_months
Holds drawing and writing tools using three-point finger grip, using the other hand to hold paper, to make a variety of lines and shapes (e.g., circles, crosses, triangles), letter- and numeral-like forms, and some letters and numerals

GOLD® Objectives for Development and Learning

Objective 7b 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

49 to 60 Months

PH2.2.3.1.49_to_60_months
Holds drawing and writing tools using three-point finger grip, using the other hand to hold paper, to make a variety of lines and shapes (e.g., circles, crosses, triangles), letter- and numeral-like forms, and some letters and numerals

GOLD® Objectives for Development and Learning

Objective 7b 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

Domain Component	Fine Motor
Learning Goal	Adjusts grasp and coordinates movements to use tools
Strand	SCISSORS

19 to 36 Months

PH2.2.4.1.19_to_36_months Snips paper with child safety scissors with increasing ability to make changes in the direction of cutting to cut out simple shapes like circles (though may not be perfectly round)

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-4 Uses fingers and whole-arm movements to manipulate and explore objects

37 to 48 Months

PH2.2.4.1.37_to_48_months Snips paper with child safety scissors with increasing ability to make changes in the direction of cutting to cut out simple shapes like circles (though may not be perfectly round)

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-6 Uses refined wrist and finger movements

49 to 60 Months

PH2.2.4.1.49_to_60_months Uses correct scissors grip and holds paper with one hand to cut along a straight line and cut out simple shapes and pictures

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-8 Uses small, precise finger and hand movements

Domain Component	Fine Motor
Learning Goal	Adjusts grasp and coordinates movements to use tools
Strand	VARIETY OF TOOLS

19 to 36 Months	37 to 48 Months	49 to 60 Months
<p>PH2.2.5.1.19_to_36_months Adjusts grasp to use different tools for different purposes (e.g., digs with shovel in sandbox, uses turkey baster at water table, scoops flour during food experiences) and uses increasingly complex tools such as stapler, hole punch, tape dispenser</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 7a Uses fingers and hands Objective 7a-4 Uses fingers and whole-arm movements to manipulate and explore objects</p>	<p>PH2.2.5.1.37_to_48_months Adjusts grasp to use different tools for different purposes (e.g., digs with shovel in sandbox, uses turkey baster at water table, scoops flour during food experiences) and uses increasingly complex tools such as stapler, hole punch, tape dispenser</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 7a Uses fingers and hands Objective 7a-6 Uses refined wrist and finger movements</p>	<p>PH2.2.5.1.49_to_60_months Adjusts grasp to use different tools for different purposes (e.g., digs with shovel in sandbox, uses turkey baster at water table, scoops flour during food experiences) and uses increasingly complex tools such as stapler, hole punch, tape dispenser</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 7a Uses fingers and hands Objective 7a-8 Uses small, precise finger and hand movements</p>

Domain Component	Health and Well-Being
Learning Goal	Demonstrates interest in engaging in healthy eating habits and making nutritious food choices
Strand	COMMUNICATING NEEDS

Birth to 8 Months	9 to 18 Months	19 to 36 Months
<p>PH3.1.1.1.Birth_to_8_months Communicates to adults when hungry, thirsty, or has had enough to eat through actions (e.g., infant turns away from breast or bottle when full, crying when hungry) and later in this age range by using words or signs</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 1c Takes care of own needs appropriately Objective 1c-2 Indicates needs and wants; participates as adult attends to needs</p>	<p>PH3.1.1.1.9_to_18_months Communicates to adults when hungry, thirsty, or has had enough to eat through actions (e.g., infant turns away from breast or bottle when full, crying when hungry) and later in this age range by using words or signs</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 1c Takes care of own needs appropriately Objective 1c-2 Indicates needs and wants; participates as adult attends to needs</p>	<p>PH3.1.1.1.19_to_36_months Communicates to adults when hungry, thirsty, or has had enough to eat through actions (e.g., infant turns away from breast or bottle when full, crying when hungry) and later in this age range by using words or signs</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 1c Takes care of own needs appropriately Objective 1c-4 Seeks to do things for self</p>



Domain Component

Health and Well-Being

Learning Goal

Demonstrates interest in engaging in healthy eating habits and making nutritious food choices

Strand

EXPLORATION OF FOOD EXPERIENCES

9 to 18 Months

PH3.1.2.1.9_to_18_months

Shows a willingness to taste new foods (e.g., will take at least one bite of a new food, though may need to be offered several times) and expresses preferences about foods

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

19 to 36 Months

PH3.1.2.1.19_to_36_months

Shows a willingness to taste new foods (e.g., will take at least one bite of a new food, though may need to be offered several times) and expresses preferences about foods

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

37 to 48 Months

PH3.1.2.1.37_to_48_months

Shows a willingness to taste new foods (e.g., will take at least one bite of a new food, though may need to be offered several times) and expresses preferences about foods

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

49 to 60 Months

PH3.1.2.2.49_to_60_months

Engages in basic cooking tasks during food experiences or in dramatic play scenarios (e.g., stirring ingredients in a bowl; setting plates out for snack; cutting with a plastic knife; scooping and measuring, spreading, sprinkling or mashing)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-8 Takes responsibility for own well-being

PH3.1.2.2.19_to_36_months

Engages in basic cooking tasks during food experiences or in dramatic play scenarios (e.g., stirring ingredients in a bowl; setting plates out for snack; cutting with a plastic knife; scooping and measuring, spreading, sprinkling or mashing)

GOLD® Objectives for Development and Learning

Objective 14b 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

PH3.1.2.2.37_to_48_months

Engages in basic cooking tasks during food experiences or in dramatic play scenarios (e.g., stirring ingredients in a bowl; setting plates out for snack; cutting with a plastic knife; scooping and measuring, spreading, sprinkling or mashing)

GOLD® Objectives for Development and Learning

Objective 14b 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



Domain Component	Health and Well-Being
Learning Goal	Demonstrates interest in engaging in healthy eating habits and making nutritious food choices
Strand	FOOD KNOWLEDGE

19 to 36 Months

PH3.1.3.1.19_to_36_months Names an increasing variety of foods, begins to ask questions about where food comes from, and later makes connections among food items (e.g., calls an apple and a pear "fruit"; after working in the garden, notices that carrots and potatoes both grow in the ground)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

37 to 48 Months

PH3.1.3.1.37_to_48_months Names an increasing variety of foods, begins to ask questions about where food comes from, and later makes connections among food items (e.g., calls an apple and a pear "fruit"; after working in the garden, notices that carrots and potatoes both grow in the ground)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

49 to 60 Months

PH3.1.3.1.49_to_60_months Names an increasing variety of foods, begins to ask questions about where food comes from, and later makes connections among food items (e.g., calls an apple and a pear "fruit"; after working in the garden, notices that carrots and potatoes both grow in the ground)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-8 Takes responsibility for own well-being

PH3.1.3.2.37_to_48_months Shows increasing awareness of healthy and unhealthy foods; demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy, and makes choices about foods, sometimes based on whether the food is nutritious

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

PH3.1.3.2.49_to_60_months Shows increasing awareness of healthy and unhealthy foods; demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy, and makes choices about foods, sometimes based on whether the food is nutritious

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-8 Takes responsibility for own well-being

Domain Component	Health and Well-Being
Learning Goal	Shows awareness of safe behavior
Strand	AWARENESS OF SAFE BEHAVIOR AND SIGNALS OF DANGER

Birth to 8 Months

PH3.2.1.1.Birth_to_8_months Uses sensory information and cues from caregivers to assess safety of environment (e.g., startles at a loud noise, looks to caregiver when approached by an unfamiliar adult, shows awareness of steep drop-offs when crawling or walking)

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

9 to 18 Months

PH3.2.1.1.9_to_18_months Uses sensory information and cues from caregivers to assess safety of environment (e.g., startles at a loud noise, looks to caregiver when approached by an unfamiliar adult, shows awareness of steep drop-offs when crawling or walking)

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

19 to 36 Months

PH3.2.1.1.19_to_36_months Stops unsafe behavior when prompted by an adult, though often needs additional support and redirection (e.g., when distracted or caught up in emotion)

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

PH3.2.1.2.9_to_18_months Stops unsafe behavior when prompted by an adult, though often needs additional support and redirection (e.g., when distracted or caught up in emotion)

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

37 to 48 Months

PH3.2.1.1.37_to_48_months Identifies, avoids, and alerts others to danger and seeks and accepts adults'help in potentially unsafe situations (e.g., alerts teacher to a broken fence part, calls for help from the top of the play structure when needs assistance getting down, reminds another child to go down the slide feet first)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

49 to 60 Months

PH3.2.1.1.49_to_60_months Identifies, avoids, and alerts others to danger and seeks and accepts adults'help in potentially unsafe situations (e.g., alerts teacher to a broken fence part, calls for help from the top of the play structure when needs assistance getting down, reminds another child to go down the slide feet first)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-8 Takes responsibility for own well-being



Domain Component	Health and Well-Being
Learning Goal	Shows awareness of safe behavior
Strand	UNDERSTANDING OF SAFETY RULES AND PRACTICES

19 to 36 Months	37 to 48 Months	49 to 60 Months
<p>PH3.2.2.1.19_to_36_months Follows basic safety rules, practices, and routines with adult guidance and support (e.g., holds on to rope with knots or loops when moving with group from indoors to outdoors, keeps a safe distance from the swings when reminded)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 1c Takes care of own needs appropriately Objective 1c-4 Seeks to do things for self</p>	<p>PH3.2.2.1.37_to_48_months Follows basic safety rules, practices, and routines with adult guidance and support (e.g., holds on to rope with knots or loops when moving with group from indoors to outdoors, keeps a safe distance from the swings when reminded)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 1b Follows limits and expectations Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders</p>	<p>PH3.2.2.1.49_to_60_months Demonstrates knowledge of and ability to follow safety rules and routines with increased independence (e.g., most of the time remembers to put on a helmet before riding a tricycle; lines up when fire alarm goes off and when class is outside says to a peer, "Now the teacher's going to call names to make sure we're all here.")</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 1b Follows limits and expectations Objective 1b-6 Manages classroom rules, routines, and transitions with occasional reminders</p>

Domain Component	Health and Well-Being
Learning Goal	Engages in a variety of developmentally appropriate physical activities
Strand	PARTICIPATION IN PHYSICAL ACTIVITY

Birth to 8 Months	9 to 18 Months	19 to 36 Months
<p>PH3.3.1.1.Birth_to_8_months Participates in simple physical play with an adult (e.g., flexes legs while lying down as adult gently pushes feet back and forth, plays patty cake)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 4 Demonstrates traveling skills Objective 4-2 Moves to explore immediate environment</p>	<p>PH3.3.1.1.9_to_18_months Shows interest and enjoyment in physical activity, movement games, and dances</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 4 Demonstrates traveling skills Objective 4-2 Moves to explore immediate environment</p>	<p>PH3.3.1.1.19_to_36_months Shows interest and enjoyment in physical activity, movement games, and dances</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 4 Demonstrates traveling skills Objective 4-4 Experiments with different ways of moving</p>
		<p>PH3.3.1.2.19_to_36_months Sustains physical activity (e.g., games, dances, running, other movement activities) for increasing periods of time without tiring</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 4 Demonstrates traveling skills Objective 4-4 Experiments with different ways of moving</p>

37 to 48 Months

PH3.3.1.1.37_to_48_months Sustains physical activity (e.g., games, dances, running, other movement activities) for increasing periods of time without tiring

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-6 Moves purposefully from place to place with control

PH3.3.1.2.37_to_48_months Initiates or engages in a variety of increasingly complex physical activities (e.g., pedals a tricycle; jumps in and out of hula hoops; completes an obstacle course that requires climbing, rolling, and crawling)

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-6 Moves purposefully from place to place with control

49 to 60 Months

PH3.3.1.1.49_to_60_months Sustains physical activity (e.g., games, dances, running, other movement activities) for increasing periods of time without tiring

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-8 Coordinates increasingly complex movements in play and games

PH3.3.1.2.49_to_60_months Initiates or engages in a variety of increasingly complex physical activities (e.g., pedals a tricycle; jumps in and out of hula hoops; completes an obstacle course that requires climbing, rolling, and crawling)

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

Objective 4-8 Coordinates increasingly complex movements in play and games

Domain Component

Health and Well-Being

Learning Goal

Engages in a variety of developmentally appropriate physical activities

Strand

KNOWLEDGE OF BENEFITS OF PHYSICAL ACTIVITY

37 to 48 Months

PH3.3.2.1.37_to_48_months Shows increasing understanding of the physical benefits of exercise (e.g., "Running is good for my body," "Mom said helping her carry in groceries made my arm muscles stronger")

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

49 to 60 Months

PH3.3.2.1.49_to_60_months Shows increasing understanding of the physical benefits of exercise (e.g., "Running is good for my body," "Mom said helping her carry in groceries made my arm muscles stronger")

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-8 Takes responsibility for own well-being

Domain Component

Health and Well-Being

Learning Goal

Takes appropriate actions to meet basic needs

Birth to 8 Months

PH3.4.1.1.Birth_to_8_months Indicates needs and wants using gestures, body language, vocalizations, and later words (e.g., cries when tired; signs or points to food when wanting more; reaches for adult to be held or hugged)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

9 to 18 Months

PH3.4.1.1.9_to_18_months Indicates needs and wants using gestures, body language, vocalizations, and later words (e.g., cries when tired; signs or points to food when wanting more; reaches for adult to be held or hugged)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

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

19 to 36 Months

PH3.4.1.1.19_to_36_months Communicates with increasing specificity and detail to get needs met (e.g., says "My tummy hurts," "I need help reaching my toothbrush") and later may communicate about specific health needs (e.g., "I can't have peanuts because they make me sick")

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

37 to 48 Months

PH3.4.1.1.37_to_48_months Communicates with increasing specificity and detail to get needs met (e.g., says "My tummy hurts," "I need help reaching my toothbrush") and later may communicate about specific health needs (e.g., "I can't have peanuts because they make me sick")

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

49 to 60 Months

PH3.4.1.1.49_to_60_months Communicates with increasing specificity and detail to get needs met (e.g., says "My tummy hurts," "I need help reaching my toothbrush") and later may communicate about specific health needs (e.g., "I can't have peanuts because they make me sick")

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-8 Takes responsibility for own well-being

Domain Component	Health and Well-Being
Learning Goal	Takes appropriate actions to meet basic needs
Strand	PERSONAL CARE ROUTINES

Birth to 8 Months	9 to 18 Months	19 to 36 Months
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PH3.4.2.1.Birth_to_8_months Anticipates and cooperates during daily care routines (e.g., opens mouth when food is offered, raises legs when diaper is changed)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately
Objective 1c-2 Indicates needs and wants; participates as adult attends to needs

PH3.4.2.1.9_to_18_months Anticipates and cooperates during daily care routines (e.g., opens mouth when food is offered, raises legs when diaper is changed)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately
Objective 1c-2 Indicates needs and wants; participates as adult attends to needs

PH3.4.2.1.19_to_36_months Participates in personal hygiene and self-care routines with adult assistance (e.g., holds hands under faucet and waits for adult to turn it on, holds toothbrush with adult while brushing, sits on toilet with help, pulls off own socks)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately
Objective 1c-4 Seeks to do things for self

PH3.4.2.2.9_to_18_months Participates in personal hygiene and self-care routines with adult assistance (e.g., holds hands under faucet and waits for adult to turn it on, holds toothbrush with adult while brushing, sits on toilet with help, pulls off own socks)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately
Objective 1c-3 Emerging: Seeks to do things for self

PH3.4.2.2.19_to_36_months Shows increasing responsibility for personal self-care routines (e.g., handwashing, toothbrushing, toileting, dressing and undressing) with some support from adults

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately
Objective 1c-4 Seeks to do things for self

37 to 48 Months	49 to 60 Months
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PH3.4.2.1.37_to_48_months Shows increasing responsibility for personal self-care routines (e.g., handwashing, toothbrushing, toileting, dressing and undressing) with some support from adults

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately
Objective 1c-6 Demonstrates confidence in meeting own needs

PH3.4.2.1.49_to_60_months Shows increasing responsibility for personal self-care routines (e.g., handwashing, toothbrushing, toileting, dressing and undressing) with some support from adults

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately
Objective 1c-8 Takes responsibility for own well-being

PH3.4.2.2.37_to_48_months Demonstrates increasing understanding of how, when, and why personal care routines are completed (e.g., washes hands after handling classroom pet when reminded by teacher; says “I need my hat so I don’t get sunburned.”)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately
Objective 1c-6 Demonstrates confidence in meeting own needs

PH3.4.2.2.49_to_60_months Demonstrates increasing understanding of how, when, and why personal care routines are completed (e.g., washes hands after handling classroom pet when reminded by teacher; says “I need my hat so I don’t get sunburned.”)

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately
Objective 1c-8 Takes responsibility for own well-being

**Domain
Component**

Health and Well-Being

Learning Goal

Takes appropriate actions to meet basic needs

Strand

HEALTH HABITS

19 to 36 Months

PH3.4.3.1.19_to_36_months Engages in health habits (e.g., blows nose, throws away tissue, and washes hands; covers mouth with arm when coughing and washes hands, uses drinking fountain without touching spout with mouth) with decreasing need for adult support, guidance, and modeling

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

37 to 48 Months

PH3.4.3.1.37_to_48_months Engages in health habits (e.g., blows nose, throws away tissue, and washes hands; covers mouth with arm when coughing and washes hands, uses drinking fountain without touching spout with mouth) with decreasing need for adult support, guidance, and modeling

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

49 to 60 Months

PH3.4.3.1.49_to_60_months Engages in health habits (e.g., blows nose, throws away tissue, and washes hands; covers mouth with arm when coughing and washes hands, uses drinking fountain without touching spout with mouth) with decreasing need for adult support, guidance, and modeling

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-8 Takes responsibility for own well-being



Domain

Language Development (LD)

**Domain
Component**

Receptive Language

Learning Goal

Understands and responds to language (in child's home language)

Strand

VOCABULARY & LANGUAGE COMPREHENSION

Birth to 8 Months

LD1.1.1.1.Birth_to_8_months Responds to noises and voices in the environment (e.g., startles or cries at unexpected sounds; smiles or coos when "parentese" is used)

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-2 Shows an interest in the speech of others

9 to 18 Months

LD1.1.1.2.9_to_18_months Attends to familiar objects or people that have been named and understands the meaning of an increasing number of simple words, especially objects encountered in everyday life

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-3 Emerging: Identifies familiar people, animals, and objects when prompted

19 to 36 Months

LD1.1.1.1.19_to_36_months Attends to familiar objects or people that have been named and understands the meaning of an increasing number of simple words, especially objects encountered in everyday life

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-4 Identifies familiar people, animals, and objects when prompted



Domain	Language Development (LD)
Domain Component	Receptive Language
Learning Goal	Understands and responds to language (in child's home language)
Strand (CONT...)	VOCABULARY & LANGUAGE COMPREHENSION

Birth to 8 Months

LD1.1.1.2.Birth_to_8_months Shows excitement at familiar words such as “mommy,” “bottle,” or “bebé” (baby in Spanish)

GOLD® Objectives for Development and Learning

No aligned objectives

19 to 36 Months

LD1.1.1.2.19_to_36_months Identifies (e.g., points to) people, animals, and objects when prompted (e.g., points to a cow in a book when adult asks “Where’s the cow?”)

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-4 Identifies familiar people, animals, and objects when prompted

37 to 48 Months

LD1.1.1.1.37_to_48_months Understands an increasing number of words for objects (nouns), actions (verbs), and characteristics (adjectives) encountered in real and symbolic contexts* (e.g., when playing “doctor” brings another child a stethoscope when he or she asks for it)

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

49 to 60 Months

LD1.1.1.1.49_to_60_months Understands an increasing number of words for objects (nouns), actions (verbs), and characteristics (adjectives) encountered in real and symbolic contexts* (e.g., when playing “doctor” brings another child a stethoscope when he or she asks for it)

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

LD1.1.1.2.37_to_48_months Responds to increasingly complex “Who,” “What,” “Why,” and “Where” questions

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

LD1.1.1.2.49_to_60_months Responds to increasingly complex “Who,” “What,” “Why,” and “Where” questions

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-6 Responds appropriately to specific vocabulary and simple statements, questions, and stories



Domain Component	Receptive Language
Learning Goal	Understands and responds to language (in child's home language)
Strand	FOLLOWS DIRECTIONS

Birth to 8 Months	9 to 18 Months	19 to 36 Months
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LD1.1.2.1.Birth_to_8_months Engages in reciprocal face-to-face interactions and responds to adults through gestures, looking in a specific direction, or vocalizations

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations
Objective 10a-2 Engages in simple back-and-forth exchanges with others

LD1.1.2.1.9_to_18_months Follows simple one- or two-word requests like "Wave bye-bye" with decreasing need for adult gestures

GOLD® Objectives for Development and Learning

Objective 8b Follows directions
Objective 8b-2 Responds to simple verbal requests accompanied by gestures or tone of voice

LD1.1.2.1.19_to_36_months Follows one- or two-step directions that involve familiar experiences or objects (e.g., "Pick up the ball and roll it to me," or "Dame la mano" ["Give me your hand" in Spanish for dual language learners])

GOLD® Objectives for Development and Learning

Objective 8b Follows directions
Objective 8b-5 Emerging: Follows directions of two or more steps that relate to familiar objects and experiences

37 to 48 Months	49 to 60 Months
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LD1.1.2.1.37_to_48_months Follows one- or two-step directions that involve familiar experiences or objects (e.g., "Pick up the ball and roll it to me," or "Dame la mano" ["Give me your hand" in Spanish for dual language learners])

GOLD® Objectives for Development and Learning

Objective 8b Follows directions
Objective 8b-5 Emerging: Follows directions of two or more steps that relate to familiar objects and experiences

LD1.1.2.5.49_to_60_months Follows increasingly more detailed, multi-step directions (e.g., "Please put away your markers, put your picture in your cubby, and join us on the carpet")

GOLD® Objectives for Development and Learning

Objective 8b Follows directions
Objective 8b-8 Follows detailed, instructional, multistep directions

LD1.1.2.2.37_to_48_months Follows increasingly more detailed, multi-step directions (e.g., "Please put away your markers, put your picture in your cubby, and join us on the carpet")

GOLD® Objectives for Development and Learning

Objective 8b Follows directions
Objective 8b-6 Follows directions of two or more steps that relate to familiar objects and experiences

Domain Component	Expressive Language
Learning Goal	Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)
Strand	EXPRESSIVE VOCABULARY

Birth to 8 Months

LD2.1.1.1.Birth_to_8_months Experiments with making sounds (e.g., babbling), often repeating consonant sounds (e.g., da da and ba ba)

GOLD® Objectives for Development and Learning

Objective 9b Speaks clearly
Objective 9b-2 Babbles strings of single consonant sounds and combines sounds

9 to 18 Months

LD2.1.1.2.9_to_18_months Begins to say a number of simple words (e.g., "nana," "go," "hi," and "leche" [milk in Spanish for dual language learners])

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary
Objective 9a-4 Names familiar people, animals, and objects

19 to 36 Months

LD2.1.1.3.19_to_36_months Begins to use two- and three-syllable words and names specific people, animals, and toys

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary
Objective 9a-4 Names familiar people, animals, and objects

37 to 48 Months

LD2.1.1.4.37_to_48_months Uses increasingly complex and varied vocabulary words to express needs and describe objects, relationships between objects, emotions, and actions

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary
Objective 9a-6 Describes and tells the use of many familiar items

49 to 60 Months

LD2.1.1.4.49_to_60_months Uses increasingly complex and varied vocabulary words to express needs and describe objects, relationships between objects, emotions, and actions

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary
Objective 9a-6 Describes and tells the use of many familiar items



Domain Component	Expressive Language
Learning Goal	Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)
Strand	GRAMMAR & SENTENCE STRUCTURE

9 to 18 Months	19 to 36 Months	37 to 48 Months	49 to 60 Months
<p>LD2.1.3.1.9_to_18_months May combine two words to express a want or interest (e.g. says "go side" when wanting to go outside)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 9c Uses conventional grammar Objective 9c-2 Uses one- or two-word sentences or phrases</p>	<p>LD2.1.3.1.19_to_36_months Begins to use plurals, past tense, subject-verb agreement, and the possessive form* although often incorrectly (e.g., "Mommy goed work")</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 9c Uses conventional grammar Objective 9c-4 Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>	<p>LD2.1.3.1.37_to_48_months Tells increasingly detailed stories about other times and places, with increasing accuracy in use of past and future tenses</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 9c Uses conventional grammar Objective 9c-6 Uses complete, four- to six-word sentences</p>	<p>LD2.1.3.1.49_to_60_months Tells increasingly detailed stories about other times and places, with increasing accuracy in use of past and future tenses</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 9c Uses conventional grammar Objective 9c-6 Uses complete, four- to six-word sentences</p>
	<p>LD2.1.3.2.19_to_36_months Increasingly combines simple words into sentence-like structures (e.g., "Me milk please") and when older, sentences (e.g., "Let's go to Grammy's house!" or "Léeme un cuento" ["Read me a story" in Spanish for dual language learners])</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 9c Uses conventional grammar Objective 9c-4 Uses three- to four-word sentences; may omit some words or use some words incorrectly</p>	<p>LD2.1.3.2.37_to_48_months Uses increasingly longer (i.e., at least four to six word sentences) that are increasingly complex (i.e., combining two or three phrases in a sentence)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 9c Uses conventional grammar Objective 9c-6 Uses complete, four- to six-word sentences</p>	<p>LD2.1.3.2.49_to_60_months Uses increasingly longer (i.e., at least four to six word sentences) that are increasingly complex (i.e., combining two or three phrases in a sentence)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 9c Uses conventional grammar Objective 9c-7 Emerging: Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>

Domain Component	Expressive Language
Learning Goal	Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)

Birth to 8 Months

LD2.1.2.1.Birth_to_8_months Uses vocalizations (e.g., cooing) and gestures to communicate needs, interests, and emotions

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

9 to 18 Months

LD2.1.2.1.9_to_18_months Uses a small number of real and made-up words that can be understood by familiar adults who speak the same language

GOLD® Objectives for Development and Learning

Objective 9b Speaks clearly

Objective 9b-4 Uses some words and word-like sounds and is understood by most familiar people

19 to 36 Months

LD2.1.2.1.19_to_36_months Speaks or signs clearly enough most of the time that unfamiliar adults who speak the same language can understand; still mispronounces many words (e.g., says "buhsggetti" for spaghetti)

GOLD® Objectives for Development and Learning

Objective 9b Speaks clearly

Objective 9b-4 Uses some words and word-like sounds and is understood by most familiar people

**Domain
Component**

Expressive Language

Learning Goal

Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)

Strand (CONT...)

CLARITY OF COMMUNICATION

37 to 48 Months

LD2.1.2.1.37_to_48_months Communicates clearly enough to be understood by most people and will usually only mispronounce new and/or unusual words

GOLD® Objectives for Development and Learning

Objective 9b Speaks clearly

Objective 9b-6 Is understood by most people; may mispronounce new, long, or unusual words

49 to 60 Months

LD2.1.2.1.49_to_60_months Communicates clearly enough to be understood by most people and will usually only mispronounce new and/or unusual words

GOLD® Objectives for Development and Learning

Objective 9b Speaks clearly

Objective 9b-6 Is understood by most people; may mispronounce new, long, or unusual words



**Domain
Component**

Communication Skills

Learning Goal

Communicates using social and conversational rules

Strand

CONVERSATIONS/SOCIAL RULES OF LANGUAGE

Birth to 8 Months

LD3.1.1.1.Birth_to_8_months Uses eye contact, facial expressions, gestures, and sounds to engage in turn-taking "conversations" with adults

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

Objective 10a-2 Engages in simple back-and-forth exchanges with others



Domain Component	Communication Skills
Learning Goal	Communicates using social and conversational rules
Strand	CONVERSATIONS

9 to 18 Months

LD3.1.2.1.9_to_18_months
 Initiates interaction or "conversation" with adults by pointing at objects, speaking or signing a word, sharing a toy, or calling attention to an object or person

GOLD® Objectives for Development and Learning
Objective 10a Engages in conversations
 Objective 10a-2 Engages in simple back-and-forth exchanges with others

19 to 36 Months

LD3.1.2.1.19_to_36_months
 Engages in brief back-and-forth conversations, often repeating or imitating words, tone, and actions of adults

GOLD® Objectives for Development and Learning
Objective 10a Engages in conversations
 Objective 10a-4 Initiates and attends to brief conversations

37 to 48 Months

LD3.1.2.1.37_to_48_months
 Engages in back-and-forth conversations of increasing duration (two to five conversational exchanges), with increasing ability to extend conversations by asking questions, making comments related to the topic, and later in this age range, engages in a wider variety of conversational topics

GOLD® Objectives for Development and Learning
Objective 10a Engages in conversations
 Objective 10a-6 Engages in conversations of at least three exchanges

49 to 60 Months

LD3.1.2.1.49_to_60_months
 Engages in back-and-forth conversations of increasing duration (two to five conversational exchanges), with increasing ability to extend conversations by asking questions, making comments related to the topic, and later in this age range, engages in a wider variety of conversational topics

GOLD® Objectives for Development and Learning
Objective 10a Engages in conversations
 Objective 10a-6 Engages in conversations of at least three exchanges

Domain Component	Communication Skills
Learning Goal	Communicates using social and conversational rules
Strand	SOCIAL RULES OF LANGUAGE

9 to 18 Months	19 to 36 Months	37 to 48 Months	49 to 60 Months
<p>LD3.1.3.1.9_to_18_months Shows joint attention by shifting gaze to where an adult is looking or gesturing (e.g., looks at an object an adult is pointing to and looking at) and when older, initiates bids for joint attention (e.g., holds up a toy and looks at it, looks at adult for eye contact, then returns gaze to toy)</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 10b Uses social rules of language Objective 10b-2 Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</p>	<p>LD3.1.3.1.19_to_36_months Begins to use polite forms of communication by saying "please," "thank you," and "excuse me" with modeling</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 10b Uses social rules of language Objective 10b-4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>	<p>LD3.1.3.1.37_to_48_months With support and reminders, uses social rules of language with increasing consistency and ability to apply rules in both familiar and unfamiliar settings</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 10b Uses social rules of language Objective 10b-6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>	<p>LD3.1.3.1.49_to_60_months With support and reminders, uses social rules of language with increasing consistency and ability to apply rules in both familiar and unfamiliar settings</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 10b Uses social rules of language Objective 10b-6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>

Domain Component	English Language Development of Dual Language Learners
Learning Goal	Demonstrates progress in attending to, understanding, and responding to English
Strand	EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT

Early Stage
<p>LD4.1.1.1.Early_stage Responds to simple, commonly used words and phrases when accompanied by gestures and other supports</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 37 Demonstrates progress in listening to and understanding English Objective 37-2 Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral English</p>
<p>LD4.1.1.2.Early_stage Pays attention to and observes other children and adults as English is spoken</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 37 Demonstrates progress in listening to and understanding English Objective 37-2 Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral English</p>

LD4.1.1.3.Early_stage Attends to English in small- and large-group activities, such as circle time, storybook reading, etc.

GOLD® Objectives for Development and Learning

Objective 37 Demonstrates progress in listening to and understanding English

Objective 37-2 Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral English

LD4.1.1.4.Early_stage Imitates behaviors of other children to get the same result (e.g. sees child make the sign for “me too” in sign language and makes the same sign)

GOLD® Objectives for Development and Learning

Objective 37 Demonstrates progress in listening to and understanding English

Objective 37-2 Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral English

**Domain
Component**

English Language Development of Dual Language Learners

Learning Goal

Demonstrates progress in attending to, understanding, and responding to English

Strand

MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT

Mid Stage

LD4.1.2.1.Mid_stage Responds to simple, commonly used words and phrases when accompanied by gestures and other supports

GOLD® Objectives for Development and Learning

Objective 37 Demonstrates progress in listening to and understanding English

Objective 37-4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids

Objective 37 Demonstrates progress in listening to and understanding English

Objective 37-2 Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral English

LD4.1.2.2.Mid_stage Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids

GOLD® Objectives for Development and Learning

Objective 37 Demonstrates progress in listening to and understanding English

Objective 37-4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids

Objective 37 Demonstrates progress in listening to and understanding English

Objective 37-2 Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral English

LD4.1.2.3.Mid_stage Demonstrates an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.)

GOLD® Objectives for Development and Learning

Objective 37 Demonstrates progress in listening to and understanding English

Objective 37-4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids

Objective 37 Demonstrates progress in listening to and understanding English

Objective 37-2 Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral English



LD4.1.2.4.Mid_stage Responds appropriately to requests in English that involve one-step directions (e.g., “clean up”) when personally directed by others (these requests may occur with or without contextual cues)

GOLD® Objectives for Development and Learning

Objective 37 Demonstrates progress in listening to and understanding English

Objective 37-4 Responds to common English words and phrases when they are accompanied by gestures or other visual aids

Objective 37 Demonstrates progress in listening to and understanding English

Objective 37-2 Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral English

**Domain
Component**

English Language Development of Dual Language Learners

Learning Goal

Demonstrates progress in attending to, understanding, and responding to English

Strand

LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT

Late Stage

LD4.1.3.1.Late_stage Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids

GOLD® Objectives for Development and Learning

Objective 37 Demonstrates progress in listening to and understanding English

Objective 37-6 Responds to English words and phrases when they are not accompanied by gestures or other visual aids

Objective 37 Demonstrates progress in listening to and understanding English

Objective 37-2 Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral English

LD4.1.3.2.Late_stage Demonstrates an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activities

GOLD® Objectives for Development and Learning

Objective 37 Demonstrates progress in listening to and understanding English

Objective 37-6 Responds to English words and phrases when they are not accompanied by gestures or other visual aids

Objective 37 Demonstrates progress in listening to and understanding English

Objective 37-2 Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral English

LD4.1.3.3.Late_stage Demonstrates an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas)

GOLD® Objectives for Development and Learning

Objective 37 Demonstrates progress in listening to and understanding English

Objective 37-6 Responds to English words and phrases when they are not accompanied by gestures or other visual aids

Objective 37 Demonstrates progress in listening to and understanding English

Objective 37-2 Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral English

LD4.1.3.4.Late_stage Follows directions that involve a one- or two-step sequence, relying less on contextual cues

GOLD® Objectives for Development and Learning

Objective 37 Demonstrates progress in listening to and understanding English

Objective 37-6 Responds to English words and phrases when they are not accompanied by gestures or other visual aids

Objective 37 Demonstrates progress in listening to and understanding English

Objective 37-2 Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral English



**Domain
Component**

English Language Development of Dual Language Learners

Learning Goal

Demonstrates progress in attending to, understanding, and responding to English

Strand

EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT

Early Stage

LD4.1.4.1.Early_stage Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-2 Shows an interest in the speech of others

**Domain
Component**

English Language Development of Dual Language Learners

Learning Goal

Demonstrates progress in attending to, understanding, and responding to English

Strand

MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT

Mid Stage

LD4.1.4.1.Mid_stage Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-4 Identifies familiar people, animals, and objects when prompted

**Domain
Component**

English Language Development of Dual Language Learners

Learning Goal

Demonstrates progress in attending to, understanding, and responding to English

Strand

LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT

Late Stage

LD4.1.4.1.Late_stage Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

**Domain
Component**

English Language Development of Dual Language Learners



Learning Goal

Demonstrates progress in speaking and expressing self in English

Strand

EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT

Early Stage

LD4.2.1.1.Early_stage Relies on nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others

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

LD4.2.1.2.Early_stage Repeats sounds and words in English

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



**Domain
Component**

English Language Development of Dual Language Learners

Learning Goal

Demonstrates progress in speaking and expressing self in English

Strand

MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT

Mid Stage

LD4.2.2.1.Mid_stage Combines nonverbal with some verbal communication to be understood by others

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

Objective 38-4 Uses a few socially interactive English terms appropriately; uses one or two English words to represent a whole idea

Objective 38 Demonstrates progress in speaking English

Objective 38-2 Repeats sounds and words in English, sometimes very quietly



**Domain
Component**

English Language Development of Dual Language Learners

Learning Goal

Demonstrates progress in speaking and expressing self in English

Strand (CONT...)

MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT

Mid Stage

LD4.2.2.2.Mid_stage Engages in codeswitching during conversations

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

Objective 38-6 Develops multiword phrases by using socially interactive English terms; adds new words to the phrase

Objective 38 Demonstrates progress in speaking English

Objective 38-2 Repeats sounds and words in English, sometimes very quietly

LD4.2.2.3.Mid_stage Uses telegraphic speech

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

Objective 38-6 Develops multiword phrases by using socially interactive English terms; adds new words to the phrase

Objective 38 Demonstrates progress in speaking English

Objective 38-2 Repeats sounds and words in English, sometimes very quietly

LD4.2.2.4.Mid_stage Uses formulaic speech (expressions that are learned whole, e.g., “I don’t know”)

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

Objective 38-6 Develops multiword phrases by using socially interactive English terms; adds new words to the phrase

Objective 38 Demonstrates progress in speaking English

Objective 38-2 Repeats sounds and words in English, sometimes very quietly

LD4.2.2.5.Mid_stage Uses English vocabulary that mainly consists of concrete nouns and some verbs and pronouns

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

Objective 38-6 Develops multiword phrases by using socially interactive English terms; adds new words to the phrase

Objective 38 Demonstrates progress in speaking English

Objective 38-2 Repeats sounds and words in English, sometimes very quietly

LD4.2.2.6.Mid_stage Converses with others in English using two or three words at a time but switches back and forth between English and their home language

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

Objective 38-6 Develops multiword phrases by using socially interactive English terms; adds new words to the phrase

Objective 38 Demonstrates progress in speaking English

Objective 38-2 Repeats sounds and words in English, sometimes very quietly



**Domain
Component**

English Language Development of Dual Language Learners

Learning Goal

Demonstrates progress in speaking and expressing self in English

Strand (CONT...)

MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT

Mid Stage

LD4.2.2.7.Mid_stage Uses some English grammatical markers (e.g., “-ing” or the plural-forming “-s”) and applies at times the rules of grammar of the home language to English

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

Objective 38-6 Develops multiword phrases by using socially interactive English terms; adds new words to the phrase

Objective 38 Demonstrates progress in speaking English

Objective 38-2 Repeats sounds and words in English, sometimes very quietly



**Domain
Component**

English Language Development of Dual Language Learners

Learning Goal

Demonstrates progress in speaking and expressing self in English

Strand (CONT...)

MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT

Mid Stage

LD4.2.2.8.Mid_stage Uses “what” and “why” questions in English, sometimes with errors

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

Objective 38-6 Develops multiword phrases by using socially interactive English terms; adds new words to the phrase

Objective 38 Demonstrates progress in speaking English

Objective 38-2 Repeats sounds and words in English, sometimes very quietly



**Domain
Component**

English Language Development of Dual Language Learners

Learning Goal

Demonstrates progress in speaking and expressing self in English

Strand

LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT

Late Stage

LD4.2.3.1.Late_stage Demonstrates increasing reliance on verbal communication in English to be understood by others while still making some mistakes

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

Objective 38-8 Uses increasingly complex English grammar; makes some mistakes typical of young children

Objective 38 Demonstrates progress in speaking English

Objective 38-2 Repeats sounds and words in English, sometimes very quietly



**Domain
Component**

English Language Development of Dual Language Learners

Learning Goal

Demonstrates progress in speaking and expressing self in English

Strand (CONT...)

LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT

Late Stage

LD4.2.3.2.Late_stage Uses new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

Objective 38-8 Uses increasingly complex English grammar; makes some mistakes typical of young children

Objective 38 Demonstrates progress in speaking English

Objective 38-2 Repeats sounds and words in English, sometimes very quietly

LD4.2.3.3.Late_stage Sustains a conversation in English with increasingly complex syntax, adding conjunctions, adjectives, adverbs, subject-verb-object patterns, and other more advanced elements of English sentence construction

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

Objective 38-8 Uses increasingly complex English grammar; makes some mistakes typical of young children

Objective 38 Demonstrates progress in speaking English

Objective 38-2 Repeats sounds and words in English, sometimes very quietly

LD4.2.3.4.Late_stage Expands use of different forms of grammar in English (e.g., plurals; possessive pronouns; simple past-tense verbs), sometimes with errors

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

Objective 38-8 Uses increasingly complex English grammar; makes some mistakes typical of young children

Objective 38 Demonstrates progress in speaking English

Objective 38-2 Repeats sounds and words in English, sometimes very quietly

LD4.2.3.5.Late_stage Uses “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with mistakes

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

Objective 38-8 Uses increasingly complex English grammar; makes some mistakes typical of young children

Objective 38 Demonstrates progress in speaking English

Objective 38-2 Repeats sounds and words in English, sometimes very quietly



Domain Component	English Language Development of Dual Language Learners
Learning Goal	Demonstrates progress in speaking and expressing self in English
Strand	EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT

Early Stage

LD4.2.4.1.Early_stage Uses age-appropriate vocabulary and grammar in the home language

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-2 Vocalizes and gestures to communicate

LD4.2.4.2.Early_stage Listens to and converses in age appropriate way in home language

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

Objective 10a-2 Engages in simple back-and-forth exchanges with others

LD4.2.4.3.Early_stage Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-6 Describes and tells the use of many familiar items

Domain Component	English Language Development of Dual Language Learners
Learning Goal	Demonstrates progress in speaking and expressing self in English
Strand	MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT

Mid Stage

LD4.2.4.1.Mid_stage Uses age-appropriate vocabulary and grammar in the home language

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-4 Names familiar people, animals, and objects

**Domain
Component**

English Language Development of Dual Language Learners

Learning Goal

Demonstrates progress in speaking and expressing self in English

Strand (CONT...)

MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT

Mid Stage

LD4.2.4.2.Mid_stage Listens to and converses in age appropriate way in home language

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

Objective 10a-4 Initiates and attends to brief conversations

LD4.2.4.3.Mid_stage Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-6 Describes and tells the use of many familiar items

**Domain
Component**

English Language Development of Dual Language Learners

Learning Goal

Demonstrates progress in speaking and expressing self in English

Strand

LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT

Late Stage

LD4.2.4.1.Late_stage Uses age-appropriate vocabulary and grammar in the home language

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-6 Describes and tells the use of many familiar items

LD4.2.4.2.Late_stage Listens to and converses in age appropriate way in home language

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

Objective 10a-6 Engages in conversations of at least three exchanges



**Domain
Component**

English Language Development of Dual Language Learners

Learning Goal

Demonstrates progress in speaking and expressing self in English

Strand (CONT...)

LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT

Late Stage

LD4.2.4.3.Late_stage Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

Objective 9a-6 Describes and tells the use of many familiar items



Domain	Emergent Literacy (EL)
Domain Component	Engagement in literacy experiences and understanding of stories and books
Learning Goal	Shows interest in literacy experiences
Strand	ENGAGEMENT IN LITERACY EXPERIENCES

Birth to 8 Months

EL1.1.1.1.Birth_to_8_months Demonstrates listening by becoming quiet or shows pleasure when listening to a familiar story, rhyme, or song

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

9 to 18 Months

EL1.1.1.1.9_to_18_months Demonstrates listening by becoming quiet or shows pleasure when listening to a familiar story, rhyme, or song

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

19 to 36 Months

EL1.1.1.2.19_to_36_months Participates in and actively seeks out a variety of literacy experiences such as telling and listening to stories, singing and saying rhymes, engaging with writing materials, and incorporating books or other print into play

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books



Domain	Emergent Literacy (EL)
Domain Component	Engagement in literacy experiences and understanding of stories and books
Learning Goal	Shows interest in literacy experiences
Strand	ENGAGEMENT IN LITERACY EXPERIENCES

37 to 48 Months

EL1.1.1.2.37_to_48_months Participates in and actively seeks out a variety of literacy experiences such as telling and listening to stories, singing and saying rhymes, engaging with writing materials, and incorporating books or other print into play

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections

Objective 18a-4 Asks and answers questions about the text; refers to pictures

49 to 60 Months

EL1.1.1.2.49_to_60_months Participates in and actively seeks out a variety of literacy experiences such as telling and listening to stories, singing and saying rhymes, engaging with writing materials, and incorporating books or other print into play

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections

Objective 18a-6 Identifies story-related problems, events, and resolutions during conversations with an adult

Domain Component	Engagement in literacy experiences and understanding of stories and books
Learning Goal	Shows interest in literacy experiences
Strand	VARIETY OF INTERESTS

37 to 48 Months

EL1.1.2.1.37_to_48_months Shows interest in an increasing variety of types of stories and texts (e.g., picture books, informational texts, rhymes and poetry, illustrated biographies, folk and fairy tales)

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections

Objective 18a-4 Asks and answers questions about the text; refers to pictures

49 to 60 Months

EL1.1.2.1.49_to_60_months Shows interest in an increasing variety of types of stories and texts (e.g., picture books, informational texts, rhymes and poetry, illustrated biographies, folk and fairy tales)

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-8 Uses various types of books for their intended purposes



Domain Component	Engagement in literacy experiences and understanding of stories and books
Learning Goal	Engages in read-alouds and conversations about books and stories
Strand	ENGAGEMENT WITH BOOKS AND STORIES

Birth to 8 Months	9 to 18 Months	19 to 36 Months
<p>EL1.2.1.1.Birth_to_8_months Attends to caregiver's voice when being held and read to</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 17a Uses and appreciates books and other texts</p> <p>Objective 17a-2 Shows interest in books</p>	<p>EL1.2.1.2.9_to_18_months Actively participates in book reading experiences by pointing to pictures, turning pages, and making sounds or simple comments</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 18a Interacts during reading experiences, book conversations, and text reflections</p> <p>Objective 18a-1 Emerging: Contributes particular language from the book at the appropriate time</p>	<p>EL1.2.1.2.19_to_36_months Actively participates in book reading experiences by pointing to pictures, turning pages, and making sounds or simple comments</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 18a Interacts during reading experiences, book conversations, and text reflections</p> <p>Objective 18a-2 Contributes particular language from the book at the appropriate time</p>

Domain Component	Engagement in literacy experiences and understanding of stories and books
Learning Goal	Engages in read-alouds and conversations about books and stories
Strand	STORY COMPREHENSION

19 to 36 Months	37 to 48 Months	49 to 60 Months
<p>EL1.2.2.1.19_to_36_months Shows comprehension by making comments, asking and answering questions, and responding to prompts during book reading experiences</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 18a Interacts during reading experiences, book conversations, and text reflections</p> <p>Objective 18a-4 Asks and answers questions about the text; refers to pictures</p>	<p>EL1.2.2.1.37_to_48_months Shows comprehension by making comments, asking and answering questions, and responding to prompts during book reading experiences</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 18a Interacts during reading experiences, book conversations, and text reflections</p> <p>Objective 18a-4 Asks and answers questions about the text; refers to pictures</p>	<p>EL1.2.2.2.49_to_60_months With modeling and support, discusses predictions, cause-and-effect relationships, story-related problems and resolutions, and connections to other books and own experiences</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 18a Interacts during reading experiences, book conversations, and text reflections</p> <p>Objective 18a-6 Identifies story-related problems, events, and resolutions during conversations with an adult</p>



Domain Component

Engagement in literacy experiences and understanding of stories and books

Learning Goal

Engages in read-alouds and conversations about books and stories

Strand

STORY STRUCTURE

19 to 36 Months

EL1.2.3.1.19_to_36_months Pretends to read, describing what is happening and using some language from the book with pictures as cues

GOLD® Objectives for Development and Learning

Objective 18b 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

EL1.2.3.2.19_to_36_months Retells stories (e.g., favorite book, personal experience) with increasing use of proper sequence and inclusion of major story elements in their narratives such as main characters, setting, story problems, and cause-and-effect relationships

GOLD® Objectives for Development and Learning

Objective 18c 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

37 to 48 Months

EL1.2.3.1.37_to_48_months Pretends to read, describing what is happening and using some language from the book with pictures as cues

GOLD® Objectives for Development and Learning

Objective 18b 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

EL1.2.3.2.37_to_48_months Retells stories (e.g., favorite book, personal experience) with increasing use of proper sequence and inclusion of major story elements in their narratives such as main characters, setting, story problems, and cause-and-effect relationships

GOLD® Objectives for Development and Learning

Objective 18c 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

49 to 60 Months

EL1.2.3.1.49_to_60_months Pretends to read, describing what is happening and using some language from the book with pictures as cues

GOLD® Objectives for Development and Learning

Objective 18b Uses emergent reading skills

Objective 18b-6 Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation

EL1.2.3.2.49_to_60_months Retells stories (e.g., favorite book, personal experience) with increasing use of proper sequence and inclusion of major story elements in their narratives such as main characters, setting, story problems, and cause-and-effect relationships

GOLD® Objectives for Development and Learning

Objective 18c 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



Domain Component

Engagement in literacy experiences and understanding of stories and books

Learning Goal

Engages in read-alouds and conversations about books and stories

Strand

INFORMATIONAL TEXTS

37 to 48 Months

EL1.2.4.1.37_to_48_months Demonstrates knowledge from informational texts in a variety of ways and makes connections to other books or personal experiences (e.g., when teacher reads the story Owl Moon, child says, "We learned in that other book that owls stay awake at night and sleep during the day.")

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections

Objective 18a-6 Identifies story-related problems, events, and resolutions during conversations with an adult

49 to 60 Months

EL1.2.4.1.49_to_60_months Demonstrates knowledge from informational texts* in a variety of ways and makes connections to other books or personal experiences (e.g., when teacher reads the story Owl Moon, child says, "We learned in that other book that owls stay awake at night and sleep during the day.")

GOLD® Objectives for Development and Learning

Objective 18a Interacts during reading experiences, book conversations, and text reflections

Objective 18a-6 Identifies story-related problems, events, and resolutions during conversations with an adult



**Domain
Component**

Phonological Awareness

Learning Goal

Notices and manipulates the sounds of language

Strand

EXPLORATION OF SOUNDS OF LANGUAGE

Birth to 8 Months

EL2.1.1.1.Birth_to_8_months Shows increasing awareness of and interest in the sounds of spoken language by focusing on the speaker

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-2 Shows an interest in the speech of others

EL2.1.1.2.Birth_to_8_months Experiments with the sounds of language

GOLD® Objectives for Development and Learning

Objective 9b Speaks clearly

Objective 9b-2 Babbles strings of single consonant sounds and combines sounds

9 to 18 Months

EL2.1.1.1.9_to_18_months Shows increasing awareness of and interest in the sounds of spoken language by focusing on the speaker

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

Objective 8a-3 Emerging: Identifies familiar people, animals, and objects when prompted

EL2.1.1.2.9_to_18_months Experiments with the sounds of language

GOLD® Objectives for Development and Learning

Objective 9b Speaks clearly

Objective 9b-3 Emerging: Uses some words and word-like sounds and is understood by most familiar people



Domain Component	Phonological Awareness
Learning Goal	Notices and manipulates the sounds of language
Strand	RHYME

9 to 18 Months

EL2.1.2.1.9_to_18_months Joins in and repeats songs, fingerplays, and poems with rhyming or alliterative phrases (words with same initial sound)

GOLD® Objectives for Development and Learning
Objective 15a Notices and discriminates rhyme
 Objective 15a-2 Joins in rhyming songs and games

19 to 36 Months

EL2.1.2.1.19_to_36_months Joins in and repeats songs, fingerplays, and poems with rhyming or alliterative phrases (words with same initial sound)

GOLD® Objectives for Development and Learning
Objective 15a Notices and discriminates rhyme
 Objective 15a-4 Fills in the missing rhyming word; generates rhyming words spontaneously

EL2.1.2.2.19_to_36_months Fills in the missing rhyming word of a song, fingerplay, or story and can generate rhyming words spontaneously (real or nonsense words)

GOLD® Objectives for Development and Learning
Objective 15a Notices and discriminates rhyme
 Objective 15a-4 Fills in the missing rhyming word; generates rhyming words spontaneously

37 to 48 Months

EL2.1.2.2.37_to_48_months Fills in the missing rhyming word of a song, fingerplay, or story and can generate rhyming words spontaneously (real or nonsense words)

GOLD® Objectives for Development and Learning
Objective 15a Notices and discriminates rhyme
 Objective 15a-4 Fills in the missing rhyming word; generates rhyming words spontaneously

49 to 60 Months

EL2.1.2.3.49_to_60_months Decides whether two words rhyme

GOLD® Objectives for Development and Learning
Objective 15a Notices and discriminates rhyme
 Objective 15a-6 Decides whether two words rhyme



Domain Component	Phonological Awareness
Learning Goal	Notices and manipulates the sounds of language
Strand	ALLITERATION

37 to 48 Months

EL2.1.3.1.37_to_48_months Shows awareness that some words begin with the same sound (e.g., "Sam and Selena start with the same sound!")

GOLD® Objectives for Development and Learning

Objective 15b Notices and discriminates alliteration

Objective 15b-4 Shows awareness that some words begin the same way

49 to 60 Months

EL2.1.3.1.49_to_60_months Shows awareness that some words begin with the same sound (e.g., "Sam and Selena start with the same sound!")

GOLD® Objectives for Development and Learning

Objective 15b Notices and discriminates alliteration

Objective 15b-4 Shows awareness that some words begin the same way

Domain Component	Phonological Awareness
Learning Goal	Notices and manipulates the sounds of language
Strand	MANIPULATING UNITS OF LANGUAGE

37 to 48 Months

EL2.1.4.1.37_to_48_months Shows awareness of separate words in sentences

GOLD® Objectives for Development and Learning

Objective 15c Notices and discriminates discrete units of sound

Objective 15c-2 Shows awareness of separate words in sentences

49 to 60 Months

EL2.1.4.1.49_to_60_months Shows awareness of separate words in sentences

GOLD® Objectives for Development and Learning

Objective 15c Notices and discriminates discrete units of sound

Objective 15c-4 Shows awareness of separate syllables in words

EL2.1.4.2.49_to_60_months Verbally identifies, blends, segments, and deletes parts of words (manipulating units of language) with decreasing need for modeling or visual supports

GOLD® Objectives for Development and Learning

Objective 15c Notices and discriminates discrete units of sound

Objective 15c-6 Verbally blends and separates onset and rime in one-syllable words



Domain Component	Knowledge and Use of Books, Print, and Letters
Learning Goal	Responds to features of books and print
Strand	BOOK KNOWLEDGE

Birth to 8 Months	9 to 18 Months	19 to 36 Months
<p>EL3.1.1.1.Birth_to_8_months Explores books with all senses (e.g., sight, touch, even taste)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 17a Uses and appreciates books and other texts</p> <p>Objective 17a-2 Shows interest in books</p>	<p>EL3.1.1.1.9_to_18_months Explores books with all senses (e.g., sight, touch, even taste)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 17a Uses and appreciates books and other texts</p> <p>Objective 17a-2 Shows interest in books</p>	<p>EL3.1.1.2.19_to_36_months Shows beginning book handling skills (e.g., holds books right-side-up, turns pages one at a time from front-to-back) with adult support</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 17a Uses and appreciates books and other texts</p> <p>Objective 17a-3 Emerging: Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>

37 to 48 Months	49 to 60 Months
<p>EL3.1.1.3.37_to_48_months Imitates the act of reading (e.g., pretends to read to stuffed animals or peers) and shows increasing independence in book handling skills</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 17a Uses and appreciates books and other texts</p> <p>Objective 17a-4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>	<p>EL3.1.1.3.49_to_60_months Imitates the act of reading (e.g., pretends to read to stuffed animals or peers) and shows increasing independence in book handling skills</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 17a Uses and appreciates books and other texts</p> <p>Objective 17a-6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
<p>EL3.1.1.4.37_to_48_months Knows some features of a book (e.g., title, author, illustrator)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 17a Uses and appreciates books and other texts</p> <p>Objective 17a-6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>	<p>EL3.1.1.4.49_to_60_months Knows some features of a book (e.g., title, author, illustrator)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 17a Uses and appreciates books and other texts</p> <p>Objective 17a-6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>

Domain Component	Knowledge and Use of Books, Print, and Letters
Learning Goal	Responds to features of books and print

37 to 48 Months

EL3.1.2.1.37_to_48_months Shows understanding that print carries a message and can represent spoken language

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

Objective 17b-2 Shows understanding that text is meaningful and can be read

49 to 60 Months

EL3.1.2.1.49_to_60_months Shows understanding that print carries a message and can represent spoken language

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

Objective 17b-4 Indicates where to start reading and the direction to follow

Domain Component	Knowledge and Use of Books, Print, and Letters
Learning Goal	Responds to features of books and print
Strand (CONT...)	PRINT KNOWLEDGE

37 to 48 Months

49 to 60 Months

EL3.1.2.2.37_to_48_months Shows increasing awareness of print concepts (e.g., words are made up of letters, print is read left-to-right and top-to bottom)

GOLD® Objectives for Development and Learning
Objective 17b Uses print concepts
 Objective 17b-3 Emerging: Indicates where to start reading and the direction to follow

EL3.1.2.2.49_to_60_months Shows increasing awareness of print concepts (e.g., words are made up of letters, print is read left-to-right and top-to bottom)

GOLD® Objectives for Development and Learning
Objective 17b Uses print concepts
 Objective 17b-4 Indicates where to start reading and the direction to follow

Domain Component

Knowledge and Use of Books, Print, and Letters

Learning Goal

Shows knowledge of the shapes, names, and sounds of letters

Strand

ALPHABET KNOWLEDGE

Birth to 8 Months

EL3.2.1.1.Birth_to_8_months Typical development of these skills tends to emerge after 18 months. However, foundations of this learning goal are built through: • EL1.1 Shows interest in literacy experiences • EL2.1 Notices and manipulates the sounds of language • EL3.1 Responds to features of books and print

GOLD® Objectives for Development and Learning

No aligned objectives

9 to 18 Months

EL3.2.1.1.9_to_18_months Typical development of these skills tends to emerge after 18 months. However, foundations of this learning goal are built through: • EL1.1 Shows interest in literacy experiences • EL2.1 Notices and manipulates the sounds of language • EL3.1 Responds to features of books and print

GOLD® Objectives for Development and Learning

No aligned objectives

19 to 36 Months

EL3.2.1.1.19_to_36_months Shows interest in letters by singing the alphabet song, playing with alphabet blocks, looking at alphabet books, etc.

GOLD® Objectives for Development and Learning

Objective 16a Identifies and names letters
Objective 16a-2 Recognizes and names a few letters in own name

EL3.2.1.2.19_to_36_months Attends to and recognizes simple environmental print (e.g., recognizes stop sign or Walmart® or Lego® logos, although may not say letters)

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts
Objective 17b-2 Shows understanding that text is meaningful and can be read



Domain Component

Knowledge and Use of Books, Print, and Letters

Learning Goal

Shows knowledge of the shapes, names, and sounds of letters

Strand (CONT...)

ALPHABET KNOWLEDGE

37 to 48 Months

EL3.2.1.1.37_to_48_months Shows interest in letters by singing the alphabet song, playing with alphabet blocks, looking at alphabet books, etc.

GOLD® Objectives for Development and Learning

Objective 16a Identifies and names letters

Objective 16a-4 Recognizes and names as many as 10 letters, especially those in own name

EL3.2.1.2.37_to_48_months Attends to and recognizes simple environmental print (e.g., recognizes stop sign or Walmart® or Lego® logos, although may not say letters)

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

Objective 17b-2 Shows understanding that text is meaningful and can be read

EL3.2.1.3.37_to_48_months Recognizes and names an increasing number of letters correctly, especially those in own name

GOLD® Objectives for Development and Learning

Objective 16a Identifies and names letters

Objective 16a-4 Recognizes and names as many as 10 letters, especially those in own name

49 to 60 Months

EL3.2.1.3.49_to_60_months Recognizes and names an increasing number of letters correctly, especially those in own name

GOLD® Objectives for Development and Learning

Objective 16a Identifies and names letters

Objective 16a-4 Recognizes and names as many as 10 letters, especially those in own name

Domain Component

Knowledge and Use of Books, Print, and Letters

Learning Goal

Shows knowledge of the shapes, names, and sounds of letters

Strand

LETTER-SOUND CONNECTIONS

37 to 48 Months

EL3.2.2.1.37_to_48_months Produces the correct sounds for an increasing number of letters

GOLD® Objectives for Development and Learning

Objective 16b Identifies letter-sound correspondences

Objective 16b-2 Identifies the sounds of a few letters

49 to 60 Months

EL3.2.2.1.49_to_60_months Produces the correct sounds for an increasing number of letters

GOLD® Objectives for Development and Learning

Objective 16b Identifies letter-sound correspondences

Objective 16b-4 Produces the correct sounds for 10 to 20 letters



Domain Component	Knowledge and Use of Books, Print, and Letters
Learning Goal	Shows knowledge of the shapes, names, and sounds of letters
Strand (CONT...)	LETTER-SOUND CONNECTIONS

49 to 60 Months

EL3.2.2.2.49_to_60_months Shows understanding that a string of letters represents a sequence of spoken sounds (e.g., when writing asks “How do you spell fish?”)

GOLD® Objectives for Development and Learning

No aligned objectives

Domain Component	Knowledge and Use of Books, Print, and Letters
Learning Goal	Demonstrates emergent writing skills
Strand	PRE-WRITING EXPLORATION

Birth to 8 Months

EL3.3.1.1.Birth_to_8_months Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: • EL1.1 Shows interest in literacy experiences • EL2.1 Notices and manipulates the sounds of language • EL3.1 Responds to features of books and print • PH2.1 Demonstrates fine motor strength, control, and coordination

GOLD® Objectives for Development and Learning

No aligned objectives

9 to 18 Months

EL3.3.1.1.9_to_18_months Explores writing tools and movements, making scribble marks with increasing control

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-2 Uses drawing, dictation, and scribbles or marks to convey a message

19 to 36 Months

EL3.3.1.1.19_to_36_months Explores writing tools and movements, making scribble marks with increasing control

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-2 Uses drawing, dictation, and scribbles or marks to convey a message

Domain Component	Knowledge and Use of Books, Print, and Letters
Learning Goal	Demonstrates emergent writing skills



19 to 36 Months

EL3.3.2.1.19_to_36_months Shows increasing understanding that writing carries a message and uses scribbles, letter-like shapes, or letters to represent words or ideas

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-2 Uses drawing, dictation, and scribbles or marks to convey a message

37 to 48 Months

EL3.3.2.1.37_to_48_months Shows increasing understanding that writing carries a message and uses scribbles, letter-like shapes, or letters to represent words or ideas

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-8 Uses drawing, dictation, and letter strings to convey a message

49 to 60 Months

EL3.3.2.1.49_to_60_months Shows increasing understanding that writing carries a message and uses scribbles, letter-like shapes, or letters to represent words or ideas

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-8 Uses drawing, dictation, and letter strings to convey a message

EL3.3.2.2.37_to_48_months Produces strings of letters and/or letter-like forms (may be in unconventional order); begins to separate groups of letters with spaces

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-8 Uses drawing, dictation, and letter strings to convey a message

EL3.3.2.2.49_to_60_months Produces strings of letters and/or letter-like forms (may be in unconventional order); begins to separate groups of letters with spaces

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-8 Uses drawing, dictation, and letter strings to convey a message

EL3.3.2.3.37_to_48_months Writes an increasing number of letters correctly, especially those in own name

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-8 Uses drawing, dictation, and letter strings to convey a message

EL3.3.2.3.49_to_60_months Writes an increasing number of letters correctly, especially those in own name

GOLD® Objectives for Development and Learning

Objective 19a Writes name

Objective 19a-8 Writes letter strings

**Domain
Component**

Knowledge and Use of Books, Print, and Letters

Learning Goal

Demonstrates emergent writing skills

Strand

EARLY WORD WRITING

49 to 60 Months

EL3.3.3.1.49_to_60_months Writes first name with or without mistakes

GOLD® Objectives for Development and Learning

Objective 19a Writes name

Objective 19a-10 Writes partially accurate first name

EL3.3.3.2.49_to_60_months Uses early invented spelling (writes initial and/or final sounds to represent whole word; e.g., writes MK for milk). May still include letter-like forms, write letters backward, exclude letters or switch their order, and/or may not always write left to right

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-10 Uses drawing, dictation, and early invented spelling to convey a message



Domain

Mathematical Thinking (MT)

**Domain
Component**

Number Concepts and Operations

Learning Goal

Demonstrates number sense and an understanding of quantity

Strand

NUMBER NAMES & COUNT SEQUENCE

Birth to 8 Months

MT1.1.1.1.Birth_to_8_months Attends to quantity while playing with objects (e.g., reaches or looks for more than one object)

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-1 Emerging: Demonstrates understanding of the concepts of one, two, and more

9 to 18 Months

MT1.1.1.2.9_to_18_months Knows some number names (e.g., joins in counting songs, says or gestures "two" when asked age), and later in this age range says or signs more number words in sequence with occasional errors (e.g., says "one, two, three, five")

GOLD® Objectives for Development and Learning

Objective 20a Counts

Objective 20a-1 Emerging: Verbally counts (not always in the correct order)

19 to 36 Months

MT1.1.1.2.19_to_36_months Knows some number names (e.g., joins in counting songs, says or gestures "two" when asked age), and later in this age range says or signs more number words in sequence with occasional errors (e.g., says "one, two, three, five")

GOLD® Objectives for Development and Learning

Objective 20a Counts

Objective 20a-2 Verbally counts (not always in the correct order)



Domain	Mathematical Thinking (MT)
Domain Component	Number Concepts and Operations
Learning Goal	Demonstrates number sense and an understanding of quantity
Strand (CONT...)	NUMBER NAMES & COUNT SEQUENCE

37 to 48 Months

MT1.1.1.3.37_to_48_months Says or signs number words in order accurately with increasing ability to count to 5, then up to 10, and finally to 20 and beyond by the end of this age range

GOLD® Objectives for Development and Learning

Objective 20a Counts

Objective 20a-4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object

49 to 60 Months

MT1.1.1.3.49_to_60_months Says or signs number words in order accurately with increasing ability to count to 5, then up to 10, and finally to 20 and beyond by the end of this age range

GOLD® Objectives for Development and Learning

Objective 20a 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

MT1.1.1.4.49_to_60_months Names what number comes after another number with decreasing need to count up from one (e.g., When asked “What comes after four?” immediately says “Five” instead of “One, two, three, four, five...five!”)

GOLD® Objectives for Development and Learning

Objective 20a Counts

Objective 20a-7 Emerging: Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20



Domain Component	Number Concepts and Operations
Learning Goal	Demonstrates number sense and an understanding of quantity
Strand	COMPARISON OF QUANTITY

9 to 18 Months

MT1.1.2.1.9_to_18_months
Places objects in one-to-one correspondence; later in this age period, begins to use the words more, "less," or "the same"

GOLD® Objectives for Development and Learning
Objective 20b Quantifies
Objective 20b-2 Demonstrates understanding of the concepts of one, two, and more

19 to 36 Months

MT1.1.2.2.19_to_36_months
Visually determines (without counting) which group of objects has more or less for groups of five or fewer objects (e.g., chooses a group that has more of a preferred item; indicates which group of crackers has more when prompted)

GOLD® Objectives for Development and Learning
Objective 20b Quantifies
Objective 20b-3 Emerging:
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

37 to 48 Months

MT1.1.2.3.37_to_48_months
Identifies place in a series using terms like first, second, last, etc. (ordinality)

GOLD® Objectives for Development and Learning
Objective 22c Represents and analyzes data
Objective 22c-2 Knows a few ordinal numbers

MT1.1.2.4.37_to_48_months
Counts to determine and compare whether the number of objects in one group is more than, less than, or the same as objects in another group (for groups of five to ten objects)

GOLD® Objectives for Development and Learning
Objective 20b 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

49 to 60 Months

MT1.1.2.4.49_to_60_months
Counts to determine and compare whether the number of objects in one group is more than, less than, or the same as objects in another group (for groups of five to ten objects)

GOLD® Objectives for Development and Learning
Objective 20b 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



Domain Component	Number Concepts and Operations
Learning Goal	Demonstrates number sense and an understanding of quantity
Strand	CONNECTION OF NUMBER, NUMERAL, & QUANTITY

9 to 18 Months

MT1.1.3.1.9_to_18_months
Shows early one-to-one correspondence when supported by context (e.g., places one plastic egg in each indentation in a muffin tin)

GOLD® Objectives for Development and Learning

Objective 20a Counts
Objective 20a-3 Emerging: Verbally counts to 10; counts up to five objects accurately, using one number name for each object

19 to 36 Months

MT1.1.3.2.19_to_36_months
Shows increasing ability to count objects using one number for each object (one-to-one correspondence) and with increasing consistency uses the last number counted to represent how many objects are in a group (cardinality)

GOLD® Objectives for Development and Learning

Objective 20a Counts
Objective 20a-3 Emerging: Verbally counts to 10; counts up to five objects accurately, using one number name for each object

37 to 48 Months

MT1.1.3.2.37_to_48_months
Shows increasing ability to count objects using one number for each object (one-to-one correspondence) and with increasing consistency uses the last number counted to represent how many objects are in a group (cardinality)

GOLD® Objectives for Development and Learning

Objective 20a Counts
Objective 20a-4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object

49 to 60 Months

MT1.1.3.2.49_to_60_months
Shows increasing ability to count objects using one number for each object (one-to-one correspondence) and with increasing consistency uses the last number counted to represent how many objects are in a group (cardinality)

GOLD® Objectives for Development and Learning

Objective 20a 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

Domain Component

Number Concepts and Operations

Learning Goal

Demonstrates number sense and an understanding of quantity

Strand (CONT...)

CONNECTION OF NUMBER, NUMERAL, & QUANTITY

19 to 36 Months

MT1.1.3.3.19_to_36_months Instantly recognizes without counting (subitizes) the number of objects in sets of one to three objects

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-3 Emerging: 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

37 to 48 Months

MT1.1.3.4.37_to_48_months Instantly recognizes without counting (subitizes) objects in sets of one to four objects (e.g., when playing game where teacher changes the number of blocks under a sheet and then uncoversthem, child correctly identifies number of blocks without counting)

GOLD® Objectives for Development and Learning

Objective 20b 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

49 to 60 Months

MT1.1.3.4.49_to_60_months Instantly recognizes without counting (subitizes) objects in sets of one to four objects (e.g., when playing game where teacher changes the number of blocks under a sheet and then uncoversthem, child correctly identifies number of blocks without counting)

GOLD® Objectives for Development and Learning

Objective 20b 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

MT1.1.3.5.37_to_48_months Begins to use numerals to represent and communicate quantity (e.g., puts three counting bears on a card with the numeral “3” in a game)

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

Objective 20c-4 Identifies numerals to 5 by name and connects each to counted objects

MT1.1.3.5.49_to_60_months Begins to use numerals to represent and communicate quantity (e.g., puts three counting bears on a card with the numeral “3” in a game)

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

Objective 20c-4 Identifies numerals to 5 by name and connects each to counted objects



**Domain
Component**

Number Concepts and Operations

Learning Goal

Demonstrates number sense and an understanding of quantity

Strand (CONT...)

CONNECTION OF NUMBER, NUMERAL, & QUANTITY

37 to 48 Months

MT1.1.3.6.37_to_48_months Shows increasing understanding of the concept of zero (e.g., holds up closed fist to show “no more monkeys jumping on the bed” during the last verse of the song; when teacher takes all of counting bears during a game and asks, “Now how many do you have?” child responds “None!”)

GOLD® Objectives for Development and Learning

Objective 20b 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

MT1.1.3.7.37_to_48_months Produces a set of a certain number when prompted (e.g., puts five napkins on the table when asked)

GOLD® Objectives for Development and Learning

Objective 20b 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

49 to 60 Months

MT1.1.3.6.49_to_60_months Shows increasing understanding of the concept of zero (e.g., holds up closed fist to show “no more monkeys jumping on the bed” during the last verse of the song; when teacher takes all of counting bears during a game and asks, “Now how many do you have?” child responds “None!”)

GOLD® Objectives for Development and Learning

Objective 20b 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

MT1.1.3.7.49_to_60_months Produces a set of a certain number when prompted (e.g., puts five napkins on the table when asked)

GOLD® Objectives for Development and Learning

Objective 20b 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



Domain Component

Number Concepts and Operations

Learning Goal

Explores combining and separating groups (numerical operations)

Strand

CHANGES IN QUANTITY

Birth to 8 Months

MT1.2.1.1.Birth_to_8_months Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: • MT1.1 Demonstrates number sense and an understanding of quantity

GOLD® Objectives for Development and Learning

No aligned objectives

9 to 18 Months

MT1.2.1.1.9_to_18_months Shows increasing understanding of changes in quantity by using and responding to phrases like "more," "less," and "all gone" and later in this age range "one fewer" and "one more" (e.g., when prompted, child hands peer one more block)

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-2 Demonstrates understanding of the concepts of one, two, and more

19 to 36 Months

MT1.2.1.1.19_to_36_months Shows increasing understanding of changes in quantity by using and responding to phrases like "more," "less," and "all gone" and later in this age range "one fewer" and "one more" (e.g., when prompted, child hands peer one more block)

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-2 Demonstrates understanding of the concepts of one, two, and more

37 to 48 Months

MT1.2.1.2.37_to_48_months Shows increased understanding that adding to or taking away objects from a group will increase or decrease the number of objects in the set (e.g., communicates, "I wanted more green blocks so my friend gave me three of his") and can describe parts of a group (e.g., Says, "I have four cubes. Two are red, and two are blue")

GOLD® Objectives for Development and Learning

Objective 20b 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

49 to 60 Months

MT1.2.1.2.49_to_60_months Shows increased understanding that adding to or taking away objects from a group will increase or decrease the number of objects in the set (e.g., communicates, "I wanted more green blocks so my friend gave me three of his") and can describe parts of a group (e.g., Says, "I have four cubes. Two are red, and two are blue")

GOLD® Objectives for Development and Learning

Objective 20b 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



Domain Component

Number Concepts and Operations

Learning Goal

Explores combining and separating groups (numerical operations)

Strand

ADDITION & SUBTRACTION

9 to 18 Months

MT1.2.2.1.9_to_18_months

With increasing independence creates larger and smaller groups of objects (e.g., placing and removing rings on a vertical peg) and later in this age range adds and subtracts with sets of objects smaller than three with adult support (e.g., "subtracts" from a group of three toys by offering one to an adult, then pointing to the remaining toys and communicating "Two")

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-2 Demonstrates understanding of the concepts of one, two, and more

19 to 36 Months

MT1.2.2.1.19_to_36_months

With increasing independence creates larger and smaller groups of objects (e.g., placing and removing rings on a vertical peg) and later in this age range adds and subtracts with sets of objects smaller than three with adult support (e.g., "subtracts" from a group of three toys by offering one to an adult, then pointing to the remaining toys and communicating "Two")

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-3 Emerging: 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

37 to 48 Months

MT1.2.2.2.37_to_48_months

Using fingers or manipulatives as tools, shows increasing ability to solve simple addition problems by joining objects together for increasingly larger totals (up to 10; e.g. when adding a group of 3 and a group of 2, counts "one, two, three..." and then counts on "four, five!" keeping track with fingers)

GOLD® Objectives for Development and Learning

Objective 20b 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

49 to 60 Months

MT1.2.2.2.49_to_60_months

Using fingers or manipulatives as tools, shows increasing ability to solve simple addition problems by joining objects together for increasingly larger totals (up to 10; e.g. when adding a group of 3 and a group of 2, counts "one, two, three..." and then counts on "four, five!" keeping track with fingers)

GOLD® Objectives for Development and Learning

Objective 20b 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

MT1.2.2.3.37_to_48_months

Using fingers or manipulatives as tools, shows increasing ability to solve simple subtraction problems by separating increasingly larger totals (up to 10; e.g., when asked how many counting bears will be left from a group of six if a friend takes two, child moves two bears to the side then counts remaining bears, "one, two, three, four...four bears!")

GOLD® Objectives for Development and Learning

Objective 20b 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

MT1.2.2.3.49_to_60_months

Using fingers or manipulatives as tools, shows increasing ability to solve simple subtraction problems by separating increasingly larger totals (up to 10; e.g., when asked how many counting bears will be left from a group of six if a friend takes two, child moves two bears to the side then counts remaining bears, "one, two, three, four...four bears!")

GOLD® Objectives for Development and Learning

Objective 20b 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

Domain Component	Number Concepts and Operations
Learning Goal	Explores combining and separating groups (numerical operations)
Strand	EARLY DIVISION AND FRACTIONS

37 to 48 Months	49 to 60 Months
------------------------	------------------------

MT1.2.3.1.37_to_48_months Explores early division concepts by dividing objects into "fair-share" groups (e.g., gives three peers each two pieces of play fruit while playing restaurant) and identifying the concepts of a fraction whole and half by using real objects (e.g., identifies two equal parts of an apple or graham cracker as a half)

GOLD® Objectives for Development and Learning
Objective 20b 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

MT1.2.3.1.49_to_60_months Explores early division concepts by dividing objects into "fair-share" groups (e.g., gives three peers each two pieces of play fruit while playing restaurant) and identifying the concepts of a fraction whole and half by using real objects (e.g., identifies two equal parts of an apple or graham cracker as a half)

GOLD® Objectives for Development and Learning
Objective 20b 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

Domain Component	Algebraic Thinking
Learning Goal	Uses classification and patterning skills
Strand	CLASSIFICATION

Birth to 8 Months	9 to 18 Months	19 to 36 Months
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MT2.1.1.1.Birth_to_8_months Explores the characteristics of objects through various means (e.g., banging, mouthing, dropping) and shows different responses to familiar and unfamiliar people and situations

GOLD® Objectives for Development and Learning
Objective 13 Uses classification skills
 Objective 13-1 Emerging: Matches similar objects

MT2.1.1.1.9_to_18_months Explores the characteristics of objects through various means (e.g., banging, mouthing, dropping) and shows different responses to familiar and unfamiliar people and situations

GOLD® Objectives for Development and Learning
Objective 13 Uses classification skills
 Objective 13-2 Matches similar objects

MT2.1.1.2.19_to_36_months Forms groups of like objects based on broad categories (e.g., puts toy cars in one pile and toy animals in another) and later in this age range, child can name the attribute used in sorting

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)

MT2.1.1.2.9_to_18_months Forms groups of like objects based on broad categories (e.g., puts toy cars in one pile and toy animals in another) and later in this age range, child can name the attribute used in sorting

GOLD® Objectives for Development and Learning
Objective 13 Uses classification skills
 Objective 13-3 Emerging: Places objects in two or more groups based on differences in a single characteristic (e.g., color, size, or shape)

MT2.1.1.3.19_to_36_months Sorts objects based on a single, simple characteristic (e.g., color, shape, size) with increasing ability to sort into more than two categories (e.g., making three color groups instead of two color groups)

GOLD® Objectives for Development and Learning

Objective 13 Uses classification skills

Objective 13-5 Emerging: Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason



Domain Component	Algebraic Thinking
Learning Goal	Uses classification and patterning skills
Strand (CONT...)	CLASSIFICATION

37 to 48 Months

MT2.1.1.3.37_to_48_months Sorts objects based on a single, simple characteristic (e.g., color, shape, size) with increasing ability to sort into more than two categories (e.g., making three color groups instead of two color groups)

GOLD® Objectives for Development and Learning

Objective 13 Uses classification skills

Objective 13-5 Emerging: Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason

49 to 60 Months

MT2.1.1.4.49_to_60_months Sorts objects by more than one attribute (e.g., color and shape); attends to more complex attributes (e.g., weight, texture); Sorts and then resorts based on a different characteristic (e.g., sorts by size and then by color)

GOLD® Objectives for Development and Learning

Objective 13 Uses classification skills

Objective 13-6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason

Domain Component	Algebraic Thinking
Learning Goal	Uses classification and patterning skills
Strand	PATTERNING

Birth to 8 Months

MT2.1.2.1.Birth_to_8_months Enjoys and anticipates repetition in activities and daily routines (e.g., smiles in anticipation of adult revealing face during peek-a-boo; makes vocalizations upon hearing a familiar song that is sung each time they are diapered)

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-2 Shows interest in simple patterns in everyday life

9 to 18 Months

MT2.1.2.1.9_to_18_months Enjoys and anticipates repetition in activities and daily routines (e.g., smiles in anticipation of adult revealing face during peek-a-boo; makes vocalizations upon hearing a familiar song that is sung each time they are diapered)

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-2 Shows interest in simple patterns in everyday life

19 to 36 Months

MT2.1.2.2.19_to_36_months Repeats certain action sequences intuitively (e.g., fills up and dumps out container repeatedly) and joins in or copies simple patterns (e.g., does stomp-clap-stomp-clap movements during a song with modeling and support) Later in this age range, shows recognition of simple ABAB patterns (e.g., points to stripes on a shirt and communicates, "Black, white, black, white.")

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-3 Emerging: Copies simple repeating patterns



**Domain
Component**

Algebraic Thinking

Learning Goal

Uses classification and patterning skills

Strand (CONT...)

PATTERNING

9 to 18 Months

MT2.1.2.2.9_to_18_months Repeats certain action sequences intuitively (e.g., fills up and dumps out container repeatedly) and joins in or copies simple patterns (e.g., does stomp-clap-stomp-clap movements during a song with modeling and support) Later in this age range, shows recognition of simple ABAB patterns (e.g., points to stripes on a shirt and communicates, "Black, white, black, white.")

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-2 Shows interest in simple patterns in everyday life

37 to 48 Months

MT2.1.2.3.37_to_48_months Recognizes, extends, and replicates simple repeating patterns (e.g., triangle, square, triangle, square or repeated music verses)

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-5 Emerging: Extends and creates simple repeating patterns

49 to 60 Months

MT2.1.2.3.49_to_60_months Recognizes, extends, and replicates simple repeating patterns (e.g., triangle, square, triangle, square or repeated music verses)

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-5 Emerging: Extends and creates simple repeating patterns

MT2.1.2.4.49_to_60_months Creates own patterns in different forms (e.g., objects, sounds, movements) and fills in missing elements of a simple pattern (e.g., selects a green counting bear and completes the series of bears set out by the teacher: yellow, green, green, yellow, green, green, yellow, ____, green)

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-6 Extends and creates simple repeating patterns



Domain Component	Measurement and Comparison
Learning Goal	Participates in exploratory measurement activities and compares objects
Strand	MEASUREMENT

Birth to 8 Months	9 to 18 Months	19 to 36 Months
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MT3.1.1.1.Birth_to_8_months Explores the size and shape of objects in various ways (e.g., grasping, mouthing, banging, dropping)

GOLD® Objectives for Development and Learning

Objective 22a Measures objects
Objective 22a-1 Emerging: Makes simple comparisons between two objects

MT3.1.1.2.9_to_18_months Investigates properties of objects and materials (e.g., volume, relative size) through exploration and play (e.g., tries to squeeze large object into smaller container, pours liquid from one container to another); later in this age range labels some attributes of objects (e.g., recognizes length by communicating "I'm tall")

GOLD® Objectives for Development and Learning

Objective 22a Measures objects
Objective 22a-2 Makes simple comparisons between two objects

MT3.1.1.2.19_to_36_months Investigates properties of objects and materials (e.g., volume, relative size) through exploration and play (e.g., tries to squeeze large object into smaller container, pours liquid from one container to another); later in this age range labels some attributes of objects (e.g., recognizes length by communicating "I'm tall")

GOLD® Objectives for Development and Learning

Objective 22a Measures objects
Objective 22a-2 Makes simple comparisons between two objects

37 to 48 Months	49 to 60 Months
------------------------	------------------------

MT3.1.1.3.37_to_48_months Measures attributes of objects (e.g., length, height, weight) using non-standard units (e.g., lines up a variety of objects, such as blocks and cars, end-to-end without gaps, to measure rug); and explores formal measuring tools (e.g., measuring cups, scale, ruler) with increasing independence and initiation of activity

GOLD® Objectives for Development and Learning

Objective 22a Measures objects
Objective 22a-6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

MT3.1.1.3.49_to_60_months Measures attributes of objects (e.g., length, height, weight) using non-standard units (e.g., lines up a variety of objects, such as blocks and cars, end-to-end without gaps, to measure rug); and explores formal measuring tools (e.g., measuring cups, scale, ruler) with increasing independence and initiation of activity

GOLD® Objectives for Development and Learning

Objective 22a Measures objects
Objective 22a-6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

MT3.1.1.4.37_to_48_months Directly compares objects to see which is longer and later in this age range uses a third object to compare the length of two objects (e.g., uses yarn to measure two different objects)

GOLD® Objectives for Development and Learning

Objective 22a Measures objects
Objective 22a-6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

MT3.1.1.4.49_to_60_months Directly compares objects to see which is longer and later in this age range uses a third object to compare the length of two objects (e.g., uses yarn to measure two different objects)

GOLD® Objectives for Development and Learning

Objective 22a Measures objects
Objective 22a-6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

Domain Component	Measurement and Comparison
Learning Goal	Participates in exploratory measurement activities and compares objects
Strand	COMPARISON

9 to 18 Months	19 to 36 Months	37 to 48 Months	49 to 60 Months
-----------------------	------------------------	------------------------	------------------------

MT3.1.2.1.9_to_18_months
 Uses descriptive words or signs of increasing complexity including "big," "little," "hot," "cold," and makes simple comparisons (e.g., indicates which ball is bigger, correctly compares collections that are quite different in size)

GOLD® Objectives for Development and Learning
Objective 22a Measures objects
 Objective 22a-2 Makes simple comparisons between two objects

MT3.1.2.1.19_to_36_months
 Uses descriptive words or signs of increasing complexity including "big," "little," "hot," "cold," and makes simple comparisons (e.g., indicates which ball is bigger, correctly compares collections that are quite different in size)

GOLD® Objectives for Development and Learning
Objective 22a Measures objects
 Objective 22a-2 Makes simple comparisons between two objects

MT3.1.2.2.37_to_48_months
 Uses comparative language (e.g., "shorter," "heaviest") to directly compare two or more objects (e.g., identifies "small," "smaller," "smallest")

GOLD® Objectives for Development and Learning
Objective 22a Measures objects
 Objective 22a-4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume

MT3.1.2.2.49_to_60_months
 Uses comparative language (e.g., "shorter," "heaviest") to directly compare two or more objects (e.g., identifies "small," "smaller," "smallest")

GOLD® Objectives for Development and Learning
Objective 22a Measures objects
 Objective 22a-6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

MT3.1.2.3.37_to_48_months
 Shows increasing ability to identify that different arrangements of the same number of objects are equal; begins to count to compare

GOLD® Objectives for Development and Learning
Objective 20b 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

MT3.1.2.3.49_to_60_months
 Shows increasing ability to identify that different arrangements of the same number of objects are equal; begins to count to compare

GOLD® Objectives for Development and Learning
Objective 20b 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



Domain Component	Measurement and Comparison
Learning Goal	Participates in exploratory measurement activities and compares objects
Strand	SERIATION

37 to 48 Months

MT3.1.3.1.37_to_48_months Organizes a small set of objects (i.e., three to five) in an increasing or decreasing order (seriation; e.g., arranges a set of twigs from shortest to longest)

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

Objective 22a-4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume

49 to 60 Months

MT3.1.3.1.49_to_60_months Organizes a small set of objects (i.e., three to five) in an increasing or decreasing order (seriation; e.g., arranges a set of twigs from shortest to longest)

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

Objective 22a-6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools



Domain Component

Geometry and Spatial Sense

Learning Goal

Explores and describes shapes and spatial relationships

Strand

SHAPE KNOWLEDGE

Birth to 8 Months

MT4.1.1.1.Birth_to_8_months Explores the size and shape of objects in various ways (e.g., grasping, mouthing, banging, dropping)

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-1 Emerging: Matches two identical shapes

9 to 18 Months

MT4.1.1.2.9_to_18_months Matches and sorts familiar shapes with increasing ability to do so with shapes of different sizes or orientations (e.g., puts small square and large square together; picks up triangle block to put in shape sorter even if block is rotated at a different orientation)

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-2 Matches two identical shapes

19 to 36 Months

MT4.1.1.2.19_to_36_months Matches and sorts familiar shapes with increasing ability to do so with shapes of different sizes or orientations (e.g., puts small square and large square together; picks up triangle block to put in shape sorter even if block is rotated at a different orientation)

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-2 Matches two identical shapes

37 to 48 Months

MT4.1.1.3.37_to_48_months Recognizes and names familiar shapes (e.g., square, triangle, circle, rectangle) and later less familiar shapes (e.g., hexagon, trapezoid) and some three-dimensional shapes (e.g., cube, cone, cylinder, sphere); with increasing ability to recognize shapes regardless of orientation or size and to describe shapes in terms of their attributes (e.g., a triangle has three straight sides)

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-4 Identifies a few basic shapes (circle, square, triangle)

49 to 60 Months

MT4.1.1.3.49_to_60_months Recognizes and names familiar shapes (e.g., square, triangle, circle, rectangle) and later less familiar shapes (e.g., hexagon, trapezoid) and some three-dimensional shapes (e.g., cube, cone, cylinder, sphere); with increasing ability to recognize shapes regardless of orientation or size and to describe shapes in terms of their attributes (e.g., a triangle has three straight sides)

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation



Domain Component

Geometry and Spatial Sense

Learning Goal

Explores and describes shapes and spatial relationships

Strand

SPATIAL SENSE

Birth to 8 Months

MT4.1.2.1.Birth_to_8_months Explores how objects move (e.g., tracking objects with eyes and head, pushing cars down a ramp) and their own spatial sense (e.g., rolling over, bumping into things, trying to sit on chair that is too small)

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

Objective 21a-1 Emerging: Follows simple directions related to position (in, on, under, up, down)

9 to 18 Months

MT4.1.2.1.9_to_18_months Explores how objects move (e.g., tracking objects with eyes and head, pushing cars down a ramp) and their own spatial sense (e.g., rolling over, bumping into things, trying to sit on chair that is too small)

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

Objective 21a-2 Follows simple directions related to position (in, on, under, up, down)

19 to 36 Months

MT4.1.2.2.19_to_36_months Responds to and uses basic spatial directions (e.g., "reach up," "slide down") and simple prepositions (e.g., on, in, under, up), especially when accompanied by gestures

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

Objective 21a-2 Follows simple directions related to position (in, on, under, up, down)

MT4.1.2.2.9_to_18_months Responds to and uses basic spatial directions (e.g., "reach up," "slide down") and simple prepositions (e.g., on, in, under, up), especially when accompanied by gestures

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

Objective 21a-2 Follows simple directions related to position (in, on, under, up, down)



**Domain
Component**

Geometry and Spatial Sense

Learning Goal

Explores and describes shapes and spatial relationships

Strand (CONT...)

SPATIAL SENSE

37 to 48 Months

MT4.1.2.3.37_to_48_months Uses increasingly complex spatial vocabulary (e.g., inside, beside, below); follows directions related to directionality, order, and position in space (e.g., "move forward," "put it behind the green car"); and without needing to handle the object can mentally turn an object to perform simple tasks (e.g., communicates to a friend, "If you turn the puzzle piece it will fit")

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

Objective 21a-4 Follows simple directions related to proximity (beside, between, next to)

49 to 60 Months

MT4.1.2.3.49_to_60_months Uses increasingly complex spatial vocabulary (e.g., inside, beside, below); follows directions related to directionality, order, and position in space (e.g., "move forward," "put it behind the green car"); and without needing to handle the object can mentally turn an object to perform simple tasks (e.g., communicates to a friend, "If you turn the puzzle piece it will fit")

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

Objective 21a-6 Uses and responds appropriately to positional words indicating location, direction, and distance



**Domain
Component**

Geometry and Spatial Sense

Learning Goal

Explores and describes shapes and spatial relationships

Strand

SHAPE MANIPULATION

37 to 48 Months

49 to 60 Months

MT4.1.3.1.37_to_48_months Builds increasingly complex designs, pictures, and structures using two- and three-dimensional shapes (e.g., uses circles and rectangles to make a snowman image, constructs a castle out of building blocks), progressing from using one shape for each part of a picture to using several shapes to make one part

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

MT4.1.3.1.49_to_60_months Builds increasingly complex designs, pictures, and structures using two- and three-dimensional shapes (e.g., uses circles and rectangles to make a snowman image, constructs a castle out of building blocks), progressing from using one shape for each part of a picture to using several shapes to make one part

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

MT4.1.3.2.37_to_48_months Combines, rotates, flips, and separates shapes to create designs (e.g., using parquetry blocks) and to make other shapes (e.g., combines two wood triangle-shaped unit blocks to make a square and later in this age range shows increasing ability to predict which shapes might be used to create other shapes

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

MT4.1.3.2.49_to_60_months Combines, rotates, flips, and separates shapes to create designs (e.g., using parquetry blocks) and to make other shapes (e.g., combines two wood triangle-shaped unit blocks to make a square and later in this age range shows increasing ability to predict which shapes might be used to create other shapes

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes



Domain

Science and Technology (ST)

Domain Component

Scientific Practices

Learning Goal

Engages in the scientific process to collect, analyze, and communicate information

Strand

OBSERVATIONS, QUESTIONS, & PREDICTIONS

Birth to 8 Months

ST1.1.1.1.Birth to 8 months Explores and manipulates objects using multiple senses (e.g. touch, taste, sight, smell, sound)

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation
Objective 11d-2 Uses senses to explore the immediate environment

9 to 18 Months

ST1.1.1.1.9 to 18 months Explores and manipulates objects using multiple senses (e.g. touch, taste, sight, smell, sound)

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation
Objective 11d-2 Uses senses to explore the immediate environment

19 to 36 Months

ST1.1.1.2.19 to 36 months Asks questions, makes observations, and predictions about the world around them with adult support (e.g., "Where snow go?"; describes texture of fabrics as soft, scratchy, or bumpy when prompted; predicts that apples will be served for snack)

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

37 to 48 Months

ST1.1.1.2.37 to 48 months Asks questions, makes observations, and predictions about the world around them with adult support (e.g., "Where snow go?"; describes texture of fabrics as soft, scratchy, or bumpy when prompted; predicts that apples will be served for snack)

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

49 to 60 Months

ST1.1.1.3.49 to 60 months Asks questions about the world (e.g., "What do plants need to grow?") and seeks answers from various sources (e.g., asks teacher to help find information about spiders in a book)

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

ST1.1.1.4.49 to 60 months Makes increasingly complex observations about objects and events (e.g., notices that outdoor area smells different after rain)

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills



Domain	Science and Technology (ST)
Domain Component	Scientific Practices
Learning Goal	Engages in the scientific process to collect, analyze, and communicate information
Strand (CONT...)	OBSERVATIONS, QUESTIONS, & PREDICTIONS

49 to 60 Months

ST1.1.1.5.49_to_60_months Makes predictions about what might happen based on past experience (e.g., “I think that adding yellow paint to blue paint will make green”, “I think the ping pong ball will float”)

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Domain Component	Scientific Practices
Learning Goal	Engages in the scientific process to collect, analyze, and communicate information
Strand	INVESTIGATION & HYPOTHESIS TESTING

Birth to 8 Months

ST1.1.2.1.Birth_to_8_months Recognizes ability to make things happen (e.g., hits or kicks an object and it moves) and intentionally repeats actions to observe the reaction (e.g., bangs block on floor repeatedly to hear the sound it makes; flips switches on and off; splashes hands in water to see toys move)

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

9 to 18 Months

ST1.1.2.1.9_to_18_months Recognizes ability to make things happen (e.g., hits or kicks an object and it moves) and intentionally repeats actions to observe the reaction (e.g., bangs block on floor repeatedly to hear the sound it makes; flips switches on and off; splashes hands in water to see toys move)

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

19 to 36 Months

ST1.1.2.2.19_to_36_months Explores cause-and-effect relationships by varying actions to change the reaction (e.g., mixes red paint with blue paint, then mixes red paint with green paint; changes the size and/or orientation of blocks used when attempting to build a tall structure that doesn't fall down)

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills



Domain Component

Scientific Practices

Learning Goal

Engages in the scientific process to collect, analyze, and communicate information

Strand (CONT...)

INVESTIGATION & HYPOTHESIS TESTING

37 to 48 Months

ST1.1.2.2.37_to_48_months Explores cause-and-effect relationships by varying actions to change the reaction (e.g., mixes red paint with blue paint, then mixes red paint with green paint; changes the size and/or orientation of blocks used when attempting to build a tall structure that doesn't fall down)

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

49 to 60 Months

ST1.1.2.3.49_to_60_months Engages in adult-supported investigations; forms and tests hypotheses (e.g., mixes soil and water to make mud; builds a "bridge" out of classroom materials and seeing how many foam blocks it will hold before collapsing; waters seeds in one container, but not another to answer the question, "Do plants need water to grow?")

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

ST1.1.2.3.37_to_48_months Engages in adult-supported investigations; forms and tests hypotheses (e.g., mixes soil and water to make mud; builds a "bridge" out of classroom materials and seeing how many foam blocks it will hold before collapsing; waters seeds in one container, but not another to answer the question, "Do plants need water to grow?")

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Domain Component

Scientific Practices

Learning Goal

Engages in the scientific process to collect, analyze, and communicate information

Strand

DATA ANALYSIS & COMMUNICATION

37 to 48 Months

ST1.1.3.1.37_to_48_months With adult assistance, analyzes, interprets, and communicates data (e.g., compares initial prediction of which objects would float to actual results; records information through a drawing or dictation)

GOLD® Objectives for Development and Learning

Objective 22c Represents and analyzes data

Objective 22c-4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings

49 to 60 Months

ST1.1.3.1.49_to_60_months With adult assistance, analyzes, interprets, and communicates data (e.g., compares initial prediction of which objects would float to actual results; records information through a drawing or dictation)

GOLD® Objectives for Development and Learning

Objective 22c Represents and analyzes data

Objective 22c-4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings



Domain Component	Knowledge of Science Concepts
Learning Goal	Demonstrates knowledge of core science ideas and concepts
Strand	SYSTEM PARTS & WHOLE

Birth to 8 Months

ST2.1.1.1.Birth_to_8_months Shows beginning awareness of parts of own body and how to use them to interact with the world in specific ways (e.g., using hands to pick up things; later in this age range leans ear closer to window when adult says, "Listen! Can you hear that outside?")

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation
Objective 11d-2 Uses senses to explore the immediate environment

9 to 18 Months

ST2.1.1.1.9_to_18_months Shows beginning awareness of parts of own body and how to use them to interact with the world in specific ways (e.g., using hands to pick up things; later in this age range leans ear closer to window when adult says, "Listen! Can you hear that outside?")

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation
Objective 11d-2 Uses senses to explore the immediate environment

19 to 36 Months

ST2.1.1.2.19_to_36_months Identifies parts of a whole (e.g., labels parts of a toy car such as door, wheel, headlight) and with adult support can describe their basic functions

GOLD® Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

**Domain
Component**

Knowledge of Science Concepts

Learning Goal

Demonstrates knowledge of core science ideas and concepts

Strand (CONT...)

SYSTEM PARTS & WHOLES

37 to 48 Months

ST2.1.1.2.37_to_48_months Identifies parts of a whole (e.g., labels parts of a toy car such as door, wheel, headlight) and with adult support can describe their basic functions

GOLD® Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

ST2.1.1.3.37_to_48_months With adult support asks questions and makes comments about parts of more complex systems and how they interact to make it function (e.g., talks about roles of members of their family; asks about the gears and parts of a wind-up toy and how they make it work)

GOLD® Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

49 to 60 Months

ST2.1.1.3.49_to_60_months With adult support asks questions and makes comments about parts of more complex systems and how they interact to make it function (e.g., talks about roles of members of their family; asks about the gears and parts of a wind-up toy and how they make it work)

GOLD® Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials



Domain Component	Knowledge of Science Concepts
Learning Goal	Demonstrates knowledge of core science ideas and concepts
Strand	STRUCTURE & FUNCTION

Birth to 8 Months	9 to 18 Months	19 to 36 Months
<p>ST2.1.2.1.Birth_to_8_months Explores characteristics of different animals, materials, and objects (e.g., explores different textures in touch-and-feel books; touches mouth of caregiver who is singing to see where sound is coming from)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 11d Shows curiosity and motivation Objective 11d-2 Uses senses to explore the immediate environment</p>	<p>ST2.1.2.1.9_to_18_months Explores characteristics of different animals, materials, and objects (e.g., explores different textures in touch-and-feel books; touches mouth of caregiver who is singing to see where sound is coming from)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 11d Shows curiosity and motivation Objective 11d-2 Uses senses to explore the immediate environment</p>	<p>ST2.1.2.2.19_to_36_months Observes and describes basic features and functions of living things, objects, and materials (e.g., talks about body parts and their uses; describes attributes of materials related to their function by using words like strong, squishy, round, soft; communicates, "Windows are clear so we can see through them")</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 25 Demonstrates knowledge of the characteristics of living things</p>

37 to 48 Months	49 to 60 Months
<p>ST2.1.2.3.37_to_48_months Observes and describes basic features and functions of living things, objects, and materials (e.g., talks about body parts and their uses; describes attributes of materials related to their function by using words like strong, squishy, round, soft; communicates, "Windows are clear so we can see through them")</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 25 Demonstrates knowledge of the characteristics of living things</p>	<p>ST2.1.2.4.49_to_60_months Makes observations and generalizations about structure and function (e.g., generalizes that objects that are round will roll; talks about why plants need stems; describes why birds can fly and people can't)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</p>

Domain Component	Knowledge of Science Concepts
Learning Goal	Demonstrates knowledge of core science ideas and concepts
Strand	STABILITY AND CHANGE

Birth to 8 Months

ST2.1.3.1.Birth_to_8_months Anticipates familiar routines and activities (e.g., mealtimes) and notices changes in the environment (e.g., later in this age range points to a piece of furniture that has been moved)

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

Objective 12b-1 Emerging: Looks for familiar persons when they are named; relates objects to events

9 to 18 Months

ST2.1.3.1.9_to_18_months Anticipates familiar routines and activities (e.g., mealtimes) and notices changes in the environment (e.g., later in this age range points to a piece of furniture that has been moved)

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

Objective 12b-2 Looks for familiar persons when they are named; relates objects to events

19 to 36 Months

ST2.1.3.2.19_to_36_months Describes changes in the environment with adult support (e.g., talks about weather conditions such as rain, snow, and wind; notices clouds changing shape and moving across the sky)

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment



**Domain
Component**

Knowledge of Science Concepts

Learning Goal

Demonstrates knowledge of core science ideas and concepts

Strand (CONT...)

STABILITY AND CHANGE

37 to 48 Months

ST2.1.3.2.37_to_48_months Describes changes in the environment with adult support (e.g., talks about weather conditions such as rain, snow, and wind; notices clouds changing shape and moving across the sky)

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

ST2.1.3.3.37_to_48_months Observes and describes environmental changes over time with increasing sophistication (e.g., comments on flowers blooming in the spring; notices when branches have been trimmed from a tree; communicates, "The sun made the slide hot!"; notices the shape of the moon changing over time)

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

49 to 60 Months

ST2.1.3.3.49_to_60_months Observes and describes environmental changes over time with increasing sophistication (e.g., comments on flowers blooming in the spring; notices when branches have been trimmed from a tree; communicates, "The sun made the slide hot!"; notices the shape of the moon changing over time)

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

ST2.1.3.4.49_to_60_months Demonstrates an understanding that living things change over time in size and other capacities as they grow (e.g., talks about similarities and differences between babies and adults; acts out a song about growth by pretending to be a plant and demonstrating with body how a seed grows into a seedling then a tree)

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things



**Domain
Component**

Knowledge of Science Concepts

Learning Goal

Demonstrates knowledge of core science ideas and concepts

Strand (CONT...)

STABILITY AND CHANGE

37 to 48 Months

ST2.1.3.4.37_to_48_months Demonstrates an understanding that living things change over time in size and other capacities as they grow (e.g., talks about similarities and differences between babies and adults; acts out a song about growth by pretending to be a plant and demonstrating with body how a seed grows into a seedling then a tree)

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things



Domain Component	Knowledge of Science Content
Learning Goal	Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials
Strand	LIVING THINGS

Birth to 8 Months

ST3.1.1.1.Birth_to_8_months Responds to and explores characteristics of living things (e.g., Observes with interest fish swimming in a bowl or aquarium; points and squeals when sees a dog; runs hand over bark of a tree; later in this age range, chases or follows a butterfly, ladybug, or bird)

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation
Objective 11d-2 Uses senses to explore the immediate environment

9 to 18 Months

ST3.1.1.2.9_to_18_months Responds to and explores characteristics of living things (e.g., Observes with interest fish swimming in a bowl or aquarium; points and squeals when sees a dog; runs hand over bark of a tree; later in this age range, chases or follows a butterfly, ladybug, or bird)

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

19 to 36 Months

ST3.1.1.2.19_to_36_months Responds to and explores characteristics of living things (e.g., Observes with interest fish swimming in a bowl or aquarium; points and squeals when sees a dog; runs hand over bark of a tree; later in this age range, chases or follows a butterfly, ladybug, or bird)

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things



Domain Component	Knowledge of Science Content
Learning Goal	Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials
Strand	LIVING THINGS

37 to 48 Months

ST3.1.1.3.37_to_48_months With increasing independence, asks and answers questions about the similarities, differences, and categories of plants and animals (e.g., talks about how birds have feathers covering their bodies, but snakes have scales)

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

ST3.1.1.4.37_to_48_months Shows curiosity and knowledge about how living things grow and change over time (e.g., talks about how kitten at home is getting bigger; asks why leaves change color)

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

ST3.1.1.5.37_to_48_months With adult support describes characteristics that define living things (e.g., breathes, moves, grows)

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

ST3.1.1.6.37_to_48_months Shows curiosity about the relationship of living things to their environments/habitats (e.g., asks why fish always live in water; wonders where birds sleep)

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

49 to 60 Months

ST3.1.1.3.49_to_60_months With increasing independence, asks and answers questions about the similarities, differences, and categories of plants and animals (e.g., talks about how birds have feathers covering their bodies, but snakes have scales)

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

ST3.1.1.4.49_to_60_months Shows curiosity and knowledge about how living things grow and change over time (e.g., talks about how kitten at home is getting bigger; asks why leaves change color)

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

ST3.1.1.5.49_to_60_months With adult support describes characteristics that define living things (e.g., breathes, moves, grows)

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

ST3.1.1.6.49_to_60_months Shows curiosity about the relationship of living things to their environments/habitats (e.g., asks why fish always live in water; wonders where birds sleep)

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things



Domain Component

Knowledge of Science Content

Learning Goal

Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials

Strand

NATURE & THE ENVIRONMENT

Birth to 8 Months

ST3.1.2.1.Birth_to_8_months Shows interest in the natural world (e.g., closes eyes and tilts head up to feel breeze on face; touches flowers and plants; investigates natural materials such as water, dirt, and leaves)

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation
Objective 11d-2 Uses senses to explore the immediate environment

9 to 18 Months

ST3.1.2.1.9_to_18_months Shows interest in the natural world (e.g., closes eyes and tilts head up to feel breeze on face; touches flowers and plants; investigates natural materials such as water, dirt, and leaves)

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation
Objective 11d-2 Uses senses to explore the immediate environment

19 to 36 Months

ST3.1.2.1.19_to_36_months Shows interest in the natural world (e.g., closes eyes and tilts head up to feel breeze on face; touches flowers and plants; investigates natural materials such as water, dirt, and leaves)

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

ST3.1.2.2.9_to_18_months Helps care for the environment (e.g., throws away a used paper towel; participates in some way in clean-up time)

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

ST3.1.2.2.19_to_36_months Helps care for the environment (e.g., throws away a used paper towel; participates in some way in clean-up time)

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

37 to 48 Months

ST3.1.2.3.37_to_48_months Investigates and uses increasingly complex vocabulary to describe natural elements in the environment (e.g., observes a group of ants moving on the playground and comments, "They're moving around like they're scared"; draws different kinds of leaves in the science center and communicates "This one has round edges, this one has pointy edges.")

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

49 to 60 Months

ST3.1.2.3.49_to_60_months Investigates and uses increasingly complex vocabulary to describe natural elements in the environment (e.g., observes a group of ants moving on the playground and comments, "They're moving around like they're scared"; draws different kinds of leaves in the science center and communicates "This one has round edges, this one has pointy edges.")

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment



Domain Component	Knowledge of Science Content
Learning Goal	Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials
Strand (CONT...)	NATURE & THE ENVIRONMENT

37 to 48 Months

ST3.1.2.4.37_to_48_months Demonstrates respect for the environment (e.g., observes flowers or insects without intruding or destroying; picks up a piece of litter and says, "Animals might get sick if they eat this")

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

49 to 60 Months

ST3.1.2.4.49_to_60_months Demonstrates respect for the environment (e.g., observes flowers or insects without intruding or destroying; picks up a piece of litter and says, "Animals might get sick if they eat this")

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

Domain Component	Knowledge of Science Content
Learning Goal	Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials
Strand	PHYSICAL OBJECTS & MATERIALS

Birth to 8 Months

ST3.1.3.1.Birth_to_8_months Actively explores and experiments with the physical properties of objects and materials (e.g., combines different substances such as water and dirt; stacks and knocks down towers; bounces balls; explores fabrics with different textures)

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation
Objective 11d-2 Uses senses to explore the immediate environment

9 to 18 Months

ST3.1.3.1.9_to_18_months Actively explores and experiments with the physical properties of objects and materials (e.g., combines different substances such as water and dirt; stacks and knocks down towers; bounces balls; explores fabrics with different textures)

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation
Objective 11d-2 Uses senses to explore the immediate environment

19 to 36 Months

ST3.1.3.2.19_to_36_months Actively explores and experiments with the physical properties of objects and materials (e.g., combines different substances such as water and dirt; stacks and knocks down towers; bounces balls; explores fabrics with different textures)

GOLD® Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials



Domain Component	Knowledge of Science Content
Learning Goal	Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials
Strand (CONT...)	PHYSICAL OBJECTS & MATERIALS

37 to 48 Months

ST3.1.3.3.37_to_48_months Uses observable characteristics to describe and categorize physical objects and materials based on similarities and differences (e.g., after participating in an investigation, sorts items into those that float and those that sink; sorts objects made of wood and those made of plastic)

GOLD® Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

49 to 60 Months

ST3.1.3.3.49_to_60_months Uses observable characteristics to describe and categorize physical objects and materials based on similarities and differences (e.g., after participating in an investigation, sorts items into those that float and those that sink; sorts objects made of wood and those made of plastic)

GOLD® Objectives for Development and Learning

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

Domain Component	Knowledge of Science Content
Learning Goal	Uses tools and engineering practices to explore and solve problems
Strand	KNOWLEDGE & USE OF TOOLS

Birth to 8 Months

ST3.2.1.1.Birth_to_8_months Uses body parts as tools to obtain a result (e.g., reaches out and grasps a rattle)

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

9 to 18 Months

ST3.2.1.2.9_to_18_months Uses own body, other people, or objects to make something happen (e.g., pulls an adult's hand and guides it to push a button on a toy; later in this age range uses an object to reach something under a chair)

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

19 to 36 Months

ST3.2.1.2.19_to_36_months Uses own body, other people, or objects to make something happen (e.g., pulls an adult's hand and guides it to push a button on a toy; later in this age range uses an object to reach something under a chair)

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks



Domain Component	Knowledge of Science Content
Learning Goal	Uses tools and engineering practices to explore and solve problems
Strand (CONT...)	KNOWLEDGE & USE OF TOOLS

19 to 36 Months

ST3.2.1.3.19_to_36_months Explores and later in this age range identifies simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences (e.g., plays with ramps and vehicles in the block area; uses pulleys in the sand table; explores manipulative toys that use gears)

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks



**Domain
Component**

Knowledge of Science Content

Learning Goal

Uses tools and engineering practices to explore and solve problems

Strand (CONT...)

KNOWLEDGE & USE OF TOOLS

37 to 48 Months

ST3.2.1.3.37_to_48_months Explores and later in this age range identifies simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences (e.g., plays with ramps and vehicles in the block area; uses pulleys in the sand table; explores manipulative toys that use gears)

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

ST3.2.1.4.37_to_48_months Uses a variety of tools (e.g., ruler, balance scale, magnifying glass, toy stethoscope, unit blocks, measuring cups, thermometer) to gather information, investigate objects, and solve problems

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

ST3.2.1.5.37_to_48_months Communicates how tools are used by people in their world (e.g., ladders help firefighters, stethoscopes help doctors and nurses)

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

49 to 60 Months

ST3.2.1.3.49_to_60_months Explores and later in this age range identifies simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences (e.g., plays with ramps and vehicles in the block area; uses pulleys in the sand table; explores manipulative toys that use gears)

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

ST3.2.1.4.49_to_60_months Uses a variety of tools (e.g., ruler, balance scale, magnifying glass, toy stethoscope, unit blocks, measuring cups, thermometer) to gather information, investigate objects, and solve problems

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

ST3.2.1.5.49_to_60_months Communicates how tools are used by people in their world (e.g., ladders help firefighters, stethoscopes help doctors and nurses)

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks



Domain Component	Knowledge of Science Content
Learning Goal	Uses tools and engineering practices to explore and solve problems
Strand	ENGINEERING PRACTICES & THINKING

19 to 36 Months	37 to 48 Months	49 to 60 Months
<p>ST3.2.2.1.19_to_36_months Explores principles such as stability and balance (e.g., building block structure) and force and motion (e.g., rolling a car down a ramp)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</p>	<p>ST3.2.2.1.37_to_48_months Explores principles such as stability and balance (e.g., building block structure) and force and motion (e.g., rolling a car down a ramp)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</p>	<p>ST3.2.2.2.49_to_60_months Shows increased understanding of relationships between variables and outcomes (e.g., steepness of a ramp and speed of a rolled ball; size of blocks and stability of structure)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 28 Uses tools and other technology to perform tasks</p>
	<p>ST3.2.2.2.37_to_48_months Shows increased understanding of relationships between variables and outcomes (e.g., steepness of a ramp and speed of a rolled ball; size of blocks and stability of structure)</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</p>	<p>ST3.2.3.2.49_to_60_months With adult support, generates multiple solutions to problems, tests solutions and revises them, (e.g., builds block tower that falls with a foundation of small blocks; uses bigger blocks the next time) and develops increasingly detailed explanations of their ideas and reasons for outcomes</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</p>

Domain Component	Knowledge of Science Content
Learning Goal	Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play
Strand	TECHNOLOGY HANDLING

Birth to 8 Months	9 to 18 Months	19 to 36 Months
<p>ST3.3.2.1.Birth_to_8_months Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: • CD1.1 Shows curiosity and a willingness to try new things</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>No aligned objectives</p>	<p>ST3.3.2.2.9_to_18_months Explores and uses simple tools (e.g., spoons, hairbrushes, crayons) and later in this age range common devices such as sinks and toilets</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 11c Solves problems</p> <p>Objective 11c-2 Reacts to a problem; seeks to achieve a specific goal</p>	<p>ST3.3.2.2.19_to_36_months Explores and uses simple tools (e.g., spoons, hairbrushes, crayons) and later in this age range common devices such as sinks and toilets</p> <p><u>GOLD® Objectives for Development and Learning</u></p> <p>Objective 28 Uses tools and other technology to perform tasks</p>

Domain Component

Knowledge of Science Content

Learning Goal

Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play

Strand (CONT...)

TECHNOLOGY HANDLING

19 to 36 Months

ST3.3.2.3.19_to_36_months Incorporates technology tools into their pretend play (e.g., pretends to call someone on a toy phone, uses a keyboard in the "office" prop box to pretend to write someone a letter)

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

37 to 48 Months

ST3.3.2.3.37_to_48_months Incorporates technology tools into their pretend play (e.g., pretends to call someone on a toy phone, uses a keyboard in the "office" prop box to pretend to write someone a letter)

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

ST3.3.2.4.37_to_48_months Develops knowledge of and explores the functionality of simple digital devices (e.g., touch screen, e-book reader, digital camera, copier, light table, music player)

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

49 to 60 Months

ST3.3.2.3.49_to_60_months Incorporates technology tools into their pretend play (e.g., pretends to call someone on a toy phone, uses a keyboard in the "office" prop box to pretend to write someone a letter)

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

ST3.3.2.4.49_to_60_months Develops knowledge of and explores the functionality of simple digital devices (e.g., touch screen, e-book reader, digital camera, copier, light table, music player)

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks



Domain Component	Knowledge of Science Content
Learning Goal	Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play
Strand	DIGITAL LITERACY

37 to 48 Months

ST3.3.3.1.37_to_48_months Identifies technology tools for multiple purposes, including creating, problem solving, gathering information, and documenting (e.g., creates a picture or story on an electronic device, suggests looking up a question or the meaning of a word on the internet, records a story made up on a recording device)

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

49 to 60 Months

ST3.3.3.1.49_to_60_months Identifies technology tools for multiple purposes, including creating, problem solving, gathering information, and documenting (e.g., creates a picture or story on an electronic device, suggests looking up a question or the meaning of a word on the internet, records a story made up on a recording device)

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks



**Domain
Component**

Knowledge of Science Content

Learning Goal

Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play

Strand

DIGITAL CITIZENSHIP

37 to 48 Months

49 to 60 Months

ST3.3.4.1.37_to_48_months Shows knowledge of how to use technology in safe, healthy, acceptable, responsible, and socially positive ways (e.g., suggests sending a get-well message to a friend who is sick)

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

ST3.3.4.1.49_to_60_months Shows knowledge of how to use technology in safe, healthy, acceptable, responsible, and socially positive ways (e.g., suggests sending a get-well message to a friend who is sick)

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

ST3.3.4.2.37_to_48_months Follows directions and class rules for using digital devices (can log in and out; keeps foreign materials away from equipment; handles equipment with care; knows the time limit or sign up rule for access to the device)

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

ST3.3.4.2.49_to_60_months Follows directions and class rules for using digital devices (can log in and out; keeps foreign materials away from equipment; handles equipment with care; knows the time limit or sign up rule for access to the device)

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks



Domain	Social Studies (SS)
Domain Component	Family, Community, and Culture
Learning Goal	Demonstrates positive connection to family and community
Strand	LEARNING COMMUNITY

19 to 36 Months

SS1.1.2.1.19_to_36_months Begins to identify as a member of a classroom or group (e.g., "I'm a Ladybug [class name]") and follows simple rules with adult support

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

37 to 48 Months

SS1.1.2.2.37_to_48_months Shows increasing participation as a member of the learning community (e.g., participates in whole-group activities, helps establish rules for behavior, participates in classroom clean-up, etc.)

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

49 to 60 Months

SS1.1.2.3.49_to_60_months Shows increasing participation as a member of the learning community (e.g., participates in whole-group activities, helps establish rules for behavior, participates in classroom clean-up, etc.)

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks



Domain Component

Family, Community, and Culture

Learning Goal

Demonstrates positive connection to family and community

Strand

FAMILY & CULTURAL IDENTITY

Birth to 8 Months

SS1.1.3.1.Birth_to_8_months Typical development of these skills tends to emerge after 18 months. However, foundations of this learning goal are built through: • SE1.1 Forms trusting relationships with nurturing adults • SE1.2 Interacts with peers • SE3.1 Shows awareness of self as unique individual • CD 3.2 Engages in symbolic and abstract thinking

GOLD® Objectives for Development and Learning

No aligned objectives

9 to 18 Months

SS1.1.3.1.9_to_18_months Typical development of these skills tends to emerge after 18 months. However, foundations of this learning goal are built through: • SE1.1 Forms trusting relationships with nurturing adults • SE1.2 Interacts with peers • SE3.1 Shows awareness of self as unique individual • CD 3.2 Engages in symbolic and abstract thinking

GOLD® Objectives for Development and Learning

No aligned objectives

19 to 36 Months

SS1.1.3.1.19_to_36_months Recognizes similarities and differences among individual people and groups of people (e.g., notices when another language is spoken; says "Everyone in my family has brown hair")

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



Domain Component

Family, Community, and Culture

Learning Goal

Demonstrates positive connection to family and community

Strand (CONT...)

FAMILY & CULTURAL IDENTITY

37 to 48 Months

SS1.1.3.1.37_to_48_months Recognizes similarities and differences among individual people and groups of people (e.g., notices when another language is spoken; says "Everyone in my family has brown hair")

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

SS1.1.3.2.49_to_60_months Shows pride in family and cultural heritage (e.g., talks about family members and traditions; draws pictures of family members and own cultural group; shares a song or special food from cultural group, shows pride in home language [e.g., "Gato means cat in Spanish. We speak Spanish at home!"])

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

SS1.1.3.3.49_to_60_months Shows knowledge of family, cultural and political history (e.g., talks about where family came from, where cultural traditions came from, knows who president is)

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

49 to 60 Months

SS1.1.3.2.37_to_48_months Shows pride in family and cultural heritage (e.g., talks about family members and traditions; draws pictures of family members and own cultural group; shares a song or special food from cultural group, shows pride in home language [e.g., "Gato means cat in Spanish. We speak Spanish at home!"])

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self



Domain Component	Family, Community, and Culture
Learning Goal	Demonstrates positive connection to family and community
Strand	AWARENESS OF ROLES IN SOCIETY

19 to 36 Months

SS1.1.4.1.19_to_36_months Engages in increasingly complex pretend play acting out family or community roles and events (e.g., pretends to be a "daddy" sweeping the house or feeding the baby; later in this age range, acts out scenes at a restaurant, beauty salon, or doctor's office)

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

37 to 48 Months

SS1.1.4.1.37_to_48_months Engages in increasingly complex pretend play acting out family or community roles and events (e.g., pretends to be a "daddy" sweeping the house or feeding the baby; later in this age range, acts out scenes at a restaurant, beauty salon, or doctor's office)

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

49 to 60 Months

SS1.1.4.1.49_to_60_months Engages in increasingly complex pretend play acting out family or community roles and events (e.g., pretends to be a "daddy" sweeping the house or feeding the baby; later in this age range, acts out scenes at a restaurant, beauty salon, or doctor's office)

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



Domain Component

Family, Community, and Culture

Learning Goal

Demonstrates positive connection to family and community

Strand (CONT...)

AWARENESS OF ROLES IN SOCIETY

37 to 48 Months

SS1.1.4.2.37_to_48_months Shows increasing awareness of the roles people play in society (e.g., talks about roles of various family members; describes jobs of community helpers such as firefighters, grocery clerks, and veterinarians; talks about what they would like to be when they grow up)

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

49 to 60 Months

SS1.1.4.2.49_to_60_months Shows increasing awareness of the roles people play in society (e.g., talks about roles of various family members; describes jobs of community helpers such as firefighters, grocery clerks, and veterinarians; talks about what they would like to be when they grow up)

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



**Domain
Component**

History and Geography

Learning Goal

Shows awareness of sequence and change over time

Strand

AWARENESS OF PAST & FUTURE

Birth to 8 Months

SS2.1.1.1.Birth_to_8_months Shows anticipation for regularly scheduled daily activities (e.g., when bottle is seen, kicks feet and smiles in anticipation of being fed; later in this age range, moves to the table after handwashing without the caregiver's instruction

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

Objective 12a-2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

9 to 18 Months

SS2.1.1.1.9_to_18_months Shows anticipation for regularly scheduled daily activities (e.g., when bottle is seen, kicks feet and smiles in anticipation of being fed; later in this age range, moves to the table after handwashing without the caregiver's instruction

GOLD® Objectives for Development and Learning

Objective 12b Makes connections

Objective 12b-2 Looks for familiar persons when they are named; relates objects to events

19 to 36 Months

SS2.1.1.2.19_to_36_months Shows anticipation for regularly scheduled daily activities (e.g., when bottle is seen, kicks feet and smiles in anticipation of being fed; later in this age range, moves to the table after handwashing without the caregiver's instruction

GOLD® Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places



Domain Component	History and Geography
Learning Goal	Shows awareness of sequence and change over time
Strand (CONT...)	AWARENESS OF PAST & FUTURE

37 to 48 Months

SS2.1.1.3.37_to_48_months Discusses events in the immediate past or future (e.g., gives simple account of what happened that day; communicates "After lunch, we get to read books") and communicates about events that are increasingly distant from the present (e.g., talks about "When I was a baby..." and makes predictions about future events with adult support)

GOLD® Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places

49 to 60 Months

SS2.1.1.3.49_to_60_months Discusses events in the immediate past or future (e.g., gives simple account of what happened that day; communicates "After lunch, we get to read books") and communicates about events that are increasingly distant from the present (e.g., talks about "When I was a baby..." and makes predictions about future events with adult support)

GOLD® Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places

Domain Component	History and Geography
Learning Goal	Shows awareness of sequence and change over time
Strand	TIME CONCEPTS

19 to 36 Months

SS2.1.2.1.19_to_36_months Understands and, later in this age range, uses increasingly complex time-related words and concepts (e.g., "now/later," "day/night", "last time/next time")

GOLD® Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places

37 to 48 Months

SS2.1.2.1.37_to_48_months Understands and, later in this age range, uses increasingly complex time-related words and concepts (e.g., "now/later," "day/night", "last time/next time")

GOLD® Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places

49 to 60 Months

SS2.1.2.1.49_to_60_months Understands and, later in this age range, uses increasingly complex time-related words and concepts (e.g., "now/later," "day/night", "last time/next time")

GOLD® Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places

Domain Component	History and Geography
Learning Goal	Demonstrates simple geographic knowledge
Strand	AWARENESS OF LOCATION AND PLACE

Birth to 8 Months

SS2.2.1.1.Birth_to_8_months Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: • MT4.1 Explores and describes shapes and spatial relationships

GOLD® Objectives for Development and Learning

No aligned objectives

9 to 18 Months

SS2.2.1.1.9_to_18_months Knows where some favorite toys or foods are stored in familiar places (e.g., home, classroom)

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

Objective 12a-2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

19 to 36 Months

SS2.2.1.1.19_to_36_months Knows where some favorite toys or foods are stored in familiar places (e.g., home, classroom)

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

SS2.2.1.3.19_to_36_months Shows awareness of familiar buildings and landmarks (e.g., home, school, library, grocery store, parks, sculptures or statues, lakes or rivers)

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

SS2.2.1.4.19_to_36_months Understands and uses words indicating relative distances (e.g., near, far, close)

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

37 to 48 Months

SS2.2.1.2.37_to_48_months Communicates with increasing specificity about the location of objects and areas at home and school (e.g., talks about something in a closet in the classroom) and can match objects to their usual geographic location (e.g., stove in kitchen, bed in bedroom)

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

49 to 60 Months

SS2.2.1.2.49_to_60_months Communicates with increasing specificity about the location of objects and areas at home and school (e.g., talks about something in a closet in the classroom) and can match objects to their usual geographic location (e.g., stove in kitchen, bed in bedroom)

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge



Domain Component	History and Geography
Learning Goal	Demonstrates simple geographic knowledge
Strand (CONT...)	AWARENESS OF LOCATION AND PLACE

37 to 48 Months

SS2.2.1.3.37_to_48_months Shows awareness of familiar buildings and landmarks (e.g., home, school, library, grocery store, parks, sculptures or statues, lakes or rivers)

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

49 to 60 Months

SS2.2.1.3.49_to_60_months Shows awareness of familiar buildings and landmarks (e.g., home, school, library, grocery store, parks, sculptures or statues, lakes or rivers)

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge



Domain Component	History and Geography
Learning Goal	Demonstrates simple geographic knowledge
Strand (CONT...)	AWARENESS OF LOCATION AND PLACE

37 to 48 Months

SS2.2.1.4.37_to_48_months Understands and uses words indicating relative distances (e.g., near, far, close)

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

49 to 60 Months

SS2.2.1.4.49_to_60_months Understands and uses words indicating relative distances (e.g., near, far, close)

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

Domain Component	History and Geography
Learning Goal	Demonstrates simple geographic knowledge
Strand	GEOGRAPHIC CONCEPTS

37 to 48 Months

SS2.2.3.1.37_to_48_months Shows interest in exploring geography tools (e.g., map, compass)

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

49 to 60 Months

SS2.2.3.1.49_to_60_months Creates drawings or simple maps of home and other familiar places with adult support

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge



**Domain
Component**

History and Geography

Learning Goal

Demonstrates simple geographic knowledge

Strand (CONT...)

GEOGRAPHIC CONCEPTS

37 to 48 Months

SS2.2.3.2.37_to_48_months Discusses basic geographic concepts and features of environments (e.g., says “We have mountains where we live”; sees a picture of fish and says, “They live in water”)

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge



Domain	Creativity and Aesthetics (CA)
Domain Component	Music and Movement
Learning Goal	Explores through listening, singing, creating, and moving to music
Strand	EXPLORATION OF MUSIC & MOVEMENT

Birth to 8 Months

CA1.1.1.1.Birth_to_8_months Responds to music by turning head and reacting with body movements

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages
Objective 11a-2 Pays attention to sights and sounds

CA1.1.1.2.Birth_to_8_months Uses objects and tools to make sounds (e.g., shakes rattle)

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages
Objective 11a-2 Pays attention to sights and sounds

9 to 18 Months

CA1.1.1.3.9_to_18_months Enjoys producing music and other sounds with voice and simple instruments (e.g., explores making noises with tambourine, attempts to blow into a whistle or harmonica)

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages
Objective 11a-2 Pays attention to sights and sounds

19 to 36 Months

CA1.1.1.3.19_to_36_months Enjoys producing music and other sounds with voice and simple instruments (e.g., explores making noises with tambourine, attempts to blow into a whistle or harmonica)

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression



Domain	Creativity and Aesthetics (CA)
Domain Component	Music and Movement
Learning Goal	Explores through listening, singing, creating, and moving to music
Strand (CONT...)	EXPLORATION OF MUSIC & MOVEMENT

9 to 18 Months

CA1.1.1.4.9_to_18_months Moves body in response to rhythms and music (e.g., sways to the sound of music, claps along with song, though may not be on the beat)

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

19 to 36 Months

CA1.1.1.4.19_to_36_months Moves body in response to rhythms and music (e.g., sways to the sound of music, claps along with song, though may not be on the beat)

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

37 to 48 Months

CA1.1.1.5.37_to_48_months Explores a widening variety of culturally diverse musical instruments, using them to produce increasingly complex rhythms, tones, melodies, and songs

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

49 to 60 Months

CA1.1.1.5.49_to_60_months Explores a widening variety of culturally diverse musical instruments, using them to produce increasingly complex rhythms, tones, melodies, and songs

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

CA1.1.1.6.37_to_48_months Uses body movement to respond with increasing accuracy to beat, dynamics (loud versus quiet), and tempo (speed) of music (e.g., marches with musical instruments with increasing ability to move in step with the beat; tiptoes during quiet music and stomps when it gets louder; moves slower or faster in time with music)

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

CA1.1.1.6.49_to_60_months Uses body movement to respond with increasing accuracy to beat, dynamics (loud versus quiet), and tempo (speed) of music (e.g., marches with musical instruments with increasing ability to move in step with the beat; tiptoes during quiet music and stomps when it gets louder; moves slower or faster in time with music)

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression



Domain Component	Music and Movement
Learning Goal	Explores through listening, singing, creating, and moving to music
Strand	MUSIC & MOVEMENT CONCEPTS

9 to 18 Months	19 to 36 Months	37 to 48 Months	49 to 60 Months
<p>CA1.1.2.1.9_to_18_months Imitates and begins to demonstrate understanding of fast/slow and loud/soft as they relate to playing music and singing</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 11a Attends and engages Objective 11a-2 Pays attention to sights and sounds</p>	<p>CA1.1.2.2.19_to_36_months Imitates and begins to demonstrate understanding of fast/slow and loud/soft as they relate to playing music and singing</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 34 Explores musical concepts and expression</p>	<p>CA1.1.2.2.37_to_48_months Imitates and begins to demonstrate understanding of fast/slow and loud/soft as they relate to playing music and singing</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 34 Explores musical concepts and expression</p>	<p>CA1.1.2.3.49_to_60_months With adult support demonstrates the foundational components of music, including tempo (e.g. by singing faster when asked to up the tempo), dynamics (e.g. by louder and softer during a song and pitch (e.g. by singing higher and lower notes)</p> <p><u>GOLD® Objectives for Development and Learning</u> Objective 34 Explores musical concepts and expression</p>



Domain Component

Music and Movement

Learning Goal

Explores through listening, singing, creating, and moving to music

Strand

MUSICAL EXPRESSION & APPRECIATION

9 to 18 Months

CA1.1.3.1.9_to_18_months

Develops preferences for favorite songs and fingerplays (e.g., claps and smiles or

communicates "Again!

Again!" when a song is finished;

requests certain songs or

fingerplays be played or sung)

GOLD® Objectives for Development and Learning

Objective 11a Attends and engages

Objective 11a-2 Pays attention to sights and sounds

19 to 36 Months

CA1.1.3.2.19_to_36_months

Develops preferences for favorite songs and fingerplays (e.g., claps and smiles or

communicates "Again!

Again!" when a song is finished;

requests certain songs or

fingerplays be played or sung)

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

37 to 48 Months

CA1.1.3.3.37_to_48_months

Requests favorite types of music, discusses favorite songs, and shows appreciation for the music and dance of others

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

49 to 60 Months

CA1.1.3.3.49_to_60_months

Requests favorite types of music, discusses favorite songs, and shows appreciation for the music and dance of others

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression



Domain Component	Music and Movement
Learning Goal	Explores through listening, singing, creating, and moving to music
Strand (CONT...)	MUSICAL EXPRESSION & APPRECIATION

49 to 60 Months

CA1.1.3.4.49_to_60_months Expresses self through music by making up songs, changing words to familiar songs, and experimenting with rhythmic patterns

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Domain Component	Visual Arts
Learning Goal	Explores, manipulates, creates, and responds to a variety of art media
Strand	EXPLORATION OF ART

Birth to 8 Months

CA2.1.1.1.Birth_to_8_months Explores textures and other sensory experiences

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-2 Uses senses to explore the immediate environment

CA2.1.1.2.Birth_to_8_months Shows interest in gazing at pictures, photographs, and bright and/or contrasting colors

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-2 Uses senses to explore the immediate environment

9 to 18 Months

CA2.1.1.3.9_to_18_months Participates in child-initiated visual art activities* and with adult support experiments with a variety of media and materials (e.g. crayons, markers, colored pencils, chalk, paints, collage materials, play dough, clay)

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-2 Uses senses to explore the immediate environment

19 to 36 Months

CA2.1.1.3.19_to_36_months Participates in child-initiated visual art activities* and with adult support experiments with a variety of media and materials (e.g. crayons, markers, colored pencils, chalk, paints, collage materials, play dough, clay)

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts



Domain Component	Visual Arts
Learning Goal	Explores, manipulates, creates, and responds to a variety of art media
Strand (CONT...)	EXPLORATION OF ART

37 to 48 Months

CA2.1.1.4.37_to_48_months Engages in child-initiated visual art activities with increased independence, intentionality, planning, and knowledge of art media and materials (e.g., asks a friend, "Can I use the easel when you're done?"; creates two- or three-dimensional art that approximate or depict people, animals, and objects; says, "I'm going to draw daddy," before starting a project)

GOLD® Objectives for Development and Learning
Objective 33 Explores the visual arts

49 to 60 Months

CA2.1.1.4.49_to_60_months Engages in child-initiated visual art activities with increased independence, intentionality, planning, and knowledge of art media and materials (e.g., asks a friend, "Can I use the easel when you're done?"; creates two- or three-dimensional art that approximate or depict people, animals, and objects; says, "I'm going to draw daddy," before starting a project)

GOLD® Objectives for Development and Learning
Objective 33 Explores the visual arts

Domain Component	Visual Arts
Learning Goal	Explores, manipulates, creates, and responds to a variety of art media
Strand	ART CONCEPTS

19 to 36 Months

CA2.1.2.1.19_to_36_months Shows increasing range and intentionality in art creations (e.g., draws multiple simple shapes; uses a variety of tools to make different textures in play dough; shows preferences and makes choices about colors)

GOLD® Objectives for Development and Learning
Objective 33 Explores the visual arts

37 to 48 Months

CA2.1.2.1.37_to_48_months Shows increasing range and intentionality in art creations (e.g., draws multiple simple shapes; uses a variety of tools to make different textures in play dough; shows preferences and makes choices about colors)

GOLD® Objectives for Development and Learning
Objective 33 Explores the visual arts

49 to 60 Months

CA2.1.2.2.49_to_60_months With adult support demonstrates the foundational components of art, including line, shape (e.g. by drawing lines and different shapes), color (e.g. by using different colors), and texture (e.g. by describing how a piece of art feels)

GOLD® Objectives for Development and Learning
Objective 33 Explores the visual arts



**Domain
Component**

Visual Arts

Learning Goal

Explores, manipulates, creates, and responds to a variety of art media

Strand

ART APPRECIATION & EXPRESSION

19 to 36 Months

CA2.1.3.1.19_to_36_months Tells about their artistic creations with increasing detail

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

CA2.1.3.2.19_to_36_months Recognizes and states that objects in the environment are beautiful and later in this age range, can articulate why they believe it is beautiful

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

37 to 48 Months

CA2.1.3.1.37_to_48_months Tells about their artistic creations with increasing detail

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

CA2.1.3.2.37_to_48_months Recognizes and states that objects in the environment are beautiful and later in this age range, can articulate why they believe it is beautiful

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

CA2.1.3.3.37_to_48_months Chooses their own art for display in the learning environment or for inclusion in a book and briefly explains their choice

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

49 to 60 Months

CA2.1.3.1.49_to_60_months Tells about their artistic creations with increasing detail

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

CA2.1.3.2.49_to_60_months Recognizes and states that objects in the environment are beautiful and later in this age range, can articulate why they believe it is beautiful

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

CA2.1.3.3.49_to_60_months Chooses their own art for display in the learning environment or for inclusion in a book and briefly explains their choice

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

CA2.1.3.4.49_to_60_months Communicates with others about art by discussing the ideas behind own art and how it was made; the feelings generated by looking at different art; and by showing appreciation for the artwork of others

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts



Domain Component	Drama
Learning Goal	Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play
Strand	EXPLORATION OF DRAMA

Birth to 8 Months

CA3.1.1.1.Birth_to_8_months Engages in social play (e.g., peek-a-boo) with adults)

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

Objective 2a-4 Uses trusted adult as a secure base from which to explore the world

9 to 18 Months

CA3.1.1.2.9_to_18_months Tries out roles and relationships through imitation and pretend play using real objects (e.g. uses cup to pretend to drink) and later in this age range uses objects to represent other things (e.g. pretends a block is a telephone)

GOLD® Objectives for Development and Learning

Objective 14b Engages in sociodramatic play

Objective 14b-2 Imitates actions of others during play; uses real objects as props

19 to 36 Months

CA3.1.1.3.19_to_36_months Tries out roles and relationships through imitation and pretend play using real objects (e.g. uses cup to pretend to drink) and later in this age range uses objects to represent other things (e.g. pretends a block is a telephone)

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

37 to 48 Months

CA3.1.1.4.37_to_48_months Explores a variety of themes and roles through play, including real-life scenarios and people, fictional stories and characters, and play that expresses feelings and helps process experiences

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

49 to 60 Months

CA3.1.1.4.49_to_60_months Explores a variety of themes and roles through play, including real-life scenarios and people, fictional stories and characters, and play that expresses feelings and helps process experiences

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

Domain Component

Drama

Learning Goal

Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play

Strand

DRAMA CONCEPTS

37 to 48 Months

CA3.1.2.1.37_to_48_months Engages in increasingly complex, longer play scenarios; assigns or assumes multiple roles within a scenario; tells more cohesive stories through play

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

49 to 60 Months

CA3.1.2.1.49_to_60_months Engages in increasingly complex, longer play scenarios; assigns or assumes multiple roles within a scenario; tells more cohesive stories through play

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language



Domain Component	Drama
Learning Goal	Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play
Strand (CONT...)	DRAMA CONCEPTS

49 to 60 Months

CA3.1.2.2.49_to_60_months With adult support understands the foundational components of drama, including theme (e.g., can identify the main idea of the story), plot (e.g. can discuss the series of events that take place), character (e.g. can identify the main and minor characters and their roles), and dialogue (e.g., can discuss the interactions between characters).

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

Domain Component	Drama
Learning Goal	Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play
Strand	DRAMA APPRECIATION & EXPRESSION

49 to 60 Months

CA3.1.3.1.49_to_60_months Discusses and expresses appreciation after viewing a performance by older children or a professional group.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

