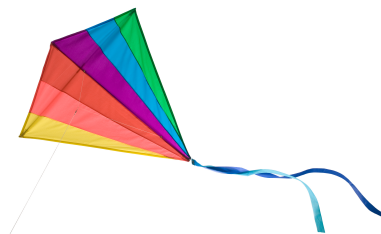


Alignment of



GOLD[®] Objectives for Development & Learning



With

AZ Early Learning Standards

(Ad. 2018)

Main Criteria: AZ Early Learning Standards
Secondary Criteria: GOLD® Objectives for Development and Learning
Subject: Early Childhood Education
Grades: Ages 36-60 months
Adopted: 2018

Domain	Social Emotional (SE)
Strand	SELF-AWARENESS AND EMOTIONAL SKILLS
Concept	Self-Awareness The child demonstrates an awareness of self.

SE.1.1.a Recognizes own self-confidence.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

SE.1.1.b Makes personal preferences known to others.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

SE.1.1.c Demonstrates knowledge of self-identity/autonomy.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

SE.1.1.d Displays an awareness of similarities and differences between self and others.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

SE.1.1.e Demonstrates developmentally appropriate cultural curiosity and responsiveness.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



Strand

SELF-AWARENESS AND EMOTIONAL SKILLS

Concept

Recognizes and Expresses Feelings The child recognizes and expresses feelings of self and others.

SE.1.2.a Associates emotions with words, facial expressions, and body language.

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

SE.1.2.b Identifies, describes, and expresses their own feelings.

GOLD® Objectives for Development and Learning**Objective 1a Manages feelings**

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

SE.1.2.c Identifies and describes feelings of others.

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

SE.1.2.d Expresses feelings of satisfaction in independent activities.

GOLD® Objectives for Development and Learning**Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

SE.1.2.e Expresses empathy for others.

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

Strand

SELF-AWARENESS AND EMOTIONAL SKILLS

Concept

Self-Regulation The child manages the expression of feelings, thoughts, impulses, and behaviors.

SE.1.3.a Understands and follows expectations in the learning environment.

GOLD® Objectives for Development and Learning**Objective 1b Follows limits and expectations**

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

SE.1.3.b Adjusts behavior and adapts to transitions, daily routines, and unexpected events.

GOLD® Objectives for Development and Learning**Objective 1b Follows limits and expectations**

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

SE.1.3.c Chooses appropriate words and actions.

GOLD® Objectives for Development and Learning**Objective 1b Follows limits and expectations**

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



Strand**RELATIONSHIPS AND SOCIAL SKILLS****Concept**

Attachment The child demonstrates the ability to engage in and maintain secure relationships.

SE.2.1.a Expresses interest, curiosity, and trust with familiar adults.

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

SE.2.1.b Seeks support from familiar adults.

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

SE.2.1.c Separates from familiar adult with minimal distress.

GOLD® Objectives for Development and Learning**Objective 2a Forms relationships with adults**

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

Strand**RELATIONSHIPS AND SOCIAL SKILLS****Concept**

Social Interactions The child displays positive social behavior.

SE.2.2.a Responds when adults or other children initiate interactions.

GOLD® Objectives for Development and Learning**Objective 2a Forms relationships with adults**

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

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups

SE.2.2.b Initiates and sustains positive interactions with adults and other children.

GOLD® Objectives for Development and Learning**Objective 2a Forms relationships with adults**

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

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups



Strand

RELATIONSHIPS AND SOCIAL SKILLS

**Concept
(CONT...)**

Social Interactions The child displays positive social behavior.

SE.2.2.c Acknowledges someone's perspective by demonstrating positive ways to resolve conflict.**GOLD® Objectives for Development and Learning****Objective 3b Solves social problems**

Objective 3b-6 Suggests solutions to social problems

Strand

RELATIONSHIPS AND SOCIAL SKILLS

Concept

Respect The child has an increasing capacity to understand social boundaries about behavior and the environment.

SE.2.3.a Respects the rights and property of others.**GOLD® Objectives for Development and Learning****Objective 3a Balances needs and rights of self and others**

Objective 3a-6 Initiates the sharing of materials in the classroom and outdoors

SE.2.3.b Defends own rights and the rights of others.**GOLD® Objectives for Development and Learning****Objective 3a Balances needs and rights of self and others**

Objective 3a-6 Initiates the sharing of materials in the classroom and outdoors

SE.2.3.c Shows respect for learning materials in the learning environment.**GOLD® Objectives for Development and Learning****Objective 3a Balances needs and rights of self and others**

Objective 3a-6 Initiates the sharing of materials in the classroom and outdoors



Domain	Approaches to Learning (ATL)
Strand	INITIATIVE AND CURIOSITY
Concept	Initiative The child demonstrates motivation, independence, and responsibility while participating in a range of activities and routines.

ATL.1.1.a Seeks interaction with others.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-4 Uses successful strategies for entering groups



Domain	Approaches to Learning (ATL)
Strand	INITIATIVE AND CURIOSITY
Concept (CONT...)	Initiative The child demonstrates motivation, independence, and responsibility while participating in a range of activities and routines.

ATL.1.1.b Demonstrates independence during activities, routines, and play.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

ATL.1.1.c Exhibits flexibility, imagination, and inventiveness when attempting tasks and activities.

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

Strand	INITIATIVE AND CURIOSITY
Concept	Curiosity The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.

ATL.1.2.a Shows interest in learning new things and trying new experiences.

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

ATL.1.2.b Expresses interest in people.

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

ATL.1.2.c Asks questions to get information.

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



Strand

ATTENTIVENESS AND PERSISTENCE

Concept

Attentiveness The child demonstrates the ability to focus on an activity.

ATL.2.1.a Displays ability to pay attention when engaged in an activity.**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

ATL.2.1.b Sustains attention when engaged in an age-appropriate activity.**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

ATL.2.1.c Ability to return to activities after distractions and 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

Strand

ATTENTIVENESS AND PERSISTENCE

Concept

Persistence The child demonstrates the ability to maintain and sustain a task.

ATL.2.2.a Pursues challenges.**GOLD® Objectives for Development and Learning****Objective 11b Persists**

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

ATL.2.2.b Copes with frustration or disappointment independently or with support.**GOLD® Objectives for Development and Learning****Objective 1a Manages feelings**

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

ATL.2.2.c Establishes goals, generates plans, and follows through to completion.**GOLD® Objectives for Development and Learning****Objective 11b Persists**

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



Strand

CONFIDENCE AND RESILIENCE

Concept

Confidence and Resilience The child demonstrates self-assurance, motivation, and stamina in a variety of circumstances.

ATL.3.1.a Expresses opinions or ideas.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

ATL.3.1.b Views self as competent and skilled.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

ATL.3.1.c Is willing to take risks and consider a variety of alternatives.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

ATL.3.1.d Demonstrates a mindset of resilience when approaching challenging tasks.**GOLD® Objectives for Development and Learning****Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

Strand

CREATIVITY

Concept

Creativity The child demonstrates the ability to express their own unique way of seeing the world.

ATL.4.1.a Uses imagination to generate innovative ideas.**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

ATL.4.1.b Displays curiosity and acknowledges others' perspectives.**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

ATL.4.1.c Engages in inventive social play.**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

Strand

REASONING AND PROBLEM-SOLVING



Concept

Reasoning The child demonstrates the ability to think in a logical way.

ATL.5.1.a Gathers and analyzes information to reach a conclusion.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

ATL.5.1.b Recognizes relationships between cause and effect.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

ATL.5.1.c Connects prior experiences with new learning.

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

Strand

REASONING AND PROBLEM-SOLVING

Concept

Problem-Solving The child demonstrates their ability to focus energies on suitable solutions.

ATL.5.2.a Finds out what is wanted or needed.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

ATL.5.2.b Defines the problem.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

ATL.5.2.c Brainstorms and chooses a solution to try.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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

ATL.5.2.d Checks in to see if the solution worked.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

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



Domain

Language and Literacy (LL)

Strand

LANGUAGE

Concept

Receptive Language Understanding The child demonstrates understanding of directions, stories, conversations, and nonverbal cues.

LL.1.1.a Demonstrates understanding of a variety of finger-plays, rhymes, chants and songs, poems, conversations, and stories.**GOLD® Objectives for Development and Learning****Objective 8a Comprehends language**

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

LL.1.1.b Engages actively in finger-plays, rhymes, chants and songs, poems, conversations, and stories.**GOLD® Objectives for Development and Learning****Objective 8a Comprehends language**

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

LL.1.1.c Demonstrates understanding and follows directions that involve one step, two steps, or multiple steps.**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

Strand

LANGUAGE

Concept

Expressive Language and Communication Skills The child uses verbal and nonverbal communication for a variety of purposes; to share observations, ideas, experiences, problem-solve, reason, predict, seek new information, and make connections.

LL.1.2.a Communicates needs, wants, ideas, and feelings through three to five-word sentences.**GOLD® Objectives for Development and Learning****Objective 9c Uses conventional grammar**

Objective 9c-6 Uses complete, four- to six-word sentences

LL.1.2.b Speaks clearly and understandably to express ideas, feelings, and needs.**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

LL.1.2.c Makes culturally relevant responses (both verbal and nonverbal) to questions and comments from others.**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



Strand

LANGUAGE

**Concept
(CONT...)**

Expressive Language and Communication Skills The child uses verbal and nonverbal communication for a variety of purposes; to share observations, ideas, experiences, problem-solve, reason, predict, seek new information, and make connections.

LL.1.2.d Initiates, sustains, and expands conversations with peers and adults using open-ended responses.

GOLD® Objectives for Development and Learning**Objective 10a Engages in conversations**

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

LL.1.2.e With modeling and support, child uses language that includes social rules; e.g., pragmatics, appropriate tone, volume, and inflection to express ideas, feelings, and needs.

GOLD® Objectives for Development and Learning**Objective 10b Uses social rules of language**

Objective 10b-6 Uses acceptable language and basic social rules while communicating with others; may need reminders

LL.1.2.f Uses culturally relevant responses such as eye contact, turn taking, and intonation while having conversations with adults and peers.

GOLD® Objectives for Development and Learning**Objective 10b Uses social rules of language**

Objective 10b-6 Uses acceptable language and basic social rules while communicating with others; may need reminders

LL.1.2.g Recognizes when the listener does not understand and varies the amount of information to clarify the message.

GOLD® Objectives for Development and Learning**Objective 10b Uses social rules of language**

Objective 10b-6 Uses acceptable language and basic social rules while communicating with others; may need reminders

LL.1.2.h With modeling and support, uses increasingly complex phrases and sentences.

GOLD® Objectives for Development and Learning**Objective 9c Uses conventional grammar**

Objective 9c-6 Uses complete, four- to six-word sentences

Strand

LANGUAGE

Concept

Vocabulary The child understands and uses increasingly complex vocabulary.

LL.1.3.b Uses rich vocabulary across many topic areas.

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



Strand

LANGUAGE

**Concept
(CONT...)**

Vocabulary The child understands and uses increasingly complex vocabulary.

LL.1.3.c Figures out the meanings of unfamiliar words and concepts using the context of conversations, pictures that accompany text, or concrete objects.

GOLD® Objectives for Development and Learning

Objective 8a Comprehends language

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

LL.1.3.d Uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation.

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

LL.1.3.e Demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, over, off, besides, behind.

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



Strand

EMERGENT LITERACY

Concept

Concepts of Print The child knows that print carries messages.

LL.2.1.a Identifies signs, symbols, and labels in a variety of environments (environmental print).

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

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

LL.2.1.b Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

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

LL.2.1.c Recognizes that letters are grouped to form words.

GOLD® Objectives for Development and Learning

Objective 17b Uses print concepts

Objective 17b-6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation



Strand

EMERGENT LITERACY

**Concept
(CONT...)**

Concepts of Print The child knows that print carries messages.

LL.2.1.d Recognizes own written name and the written names of friends and family.**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

LL.2.1.e Seeks information in printed materials.**GOLD® Objectives for Development and Learning****Objective 17a Uses and appreciates books and other texts**

Objective 17a-6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors

Strand

EMERGENT LITERACY

Concept

Book Handling Skills The child demonstrates how to handle books appropriately and with care.

LL.2.2.a Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality.**GOLD® Objectives for Development and Learning****Objective 17a Uses and appreciates books and other texts**

Objective 17a-4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

LL.2.2.b Identifies where in the book to begin reading.**GOLD® Objectives for Development and Learning****Objective 17a Uses and appreciates books and other texts**

Objective 17a-4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

LL.2.2.c Understands a book has a title, author, and/or illustrator.**GOLD® Objectives for Development and Learning****Objective 17a Uses and appreciates books and other texts**

Objective 17a-6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors



Strand**EMERGENT LITERACY****Concept**

Phonological Awareness The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).

LL.2.3.a Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).

GOLD® Objectives for Development and Learning**Objective 15b Notices and discriminates alliteration**

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

LL.2.3.b Identifies rhyming words.

GOLD® Objectives for Development and Learning**Objective 15a Notices and discriminates rhyme**

Objective 15a-6 Decides whether two words rhyme

LL.2.3.c Produces rhyming words.

GOLD® Objectives for Development and Learning**Objective 15a Notices and discriminates rhyme**

Objective 15a-6 Decides whether two words rhyme

LL.2.3.d Recognizes spoken words that begin with the same sound.

GOLD® Objectives for Development and Learning**Objective 15b Notices and discriminates alliteration**

Objective 15b-6 Matches beginning sounds of some words

LL.2.3.e Hears and shows awareness of separate words within spoken phrases or 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

LL.2.3.f Identifies and discriminates syllables in words.

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

LL.2.3.g Combines onset and rime to form a familiar one-syllable word with and without pictorial support.

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



Strand**EMERGENT LITERACY****Concept**

Alphabet Knowledge The child demonstrates knowledge of the alphabet. Child identifies letters of the alphabet and produces correct sounds associated with several letters.

LL.2.4.a Discriminates letters from other shapes and symbols.

GOLD® Objectives for Development and Learning**Objective 16a Identifies and names letters**

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

LL.2.4.b Matches and recognizes similarities and differences in letters, with modeling and support.

GOLD® Objectives for Development and Learning**Objective 16a Identifies and names letters**

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

LL.2.4.c Recognizes an increasing number of letters, especially those in own name, familiar objects, family, and friends.

GOLD® Objectives for Development and Learning**Objective 16a Identifies and names letters**

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

LL.2.4.d Demonstrates understanding of letters by producing letter forms using a variety of materials; e.g., playdough, blocks, marker, and paper.

GOLD® Objectives for Development and Learning**Objective 19a Writes name**

Objective 19a-6 Writes mock letters or letter-like forms

LL.2.4.e Uses letter-sound knowledge, identifying the sounds of a few letters and producing 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

Strand**EMERGENT LITERACY****Concept**

Comprehension and Text Structure The child demonstrates an understanding of narrative structure through storytelling, questioning, and recall.

LL.2.5.a Takes an active role in reading activities.

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

LL.2.5.b Identifies characters and major events in a story.

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



Strand**EMERGENT LITERACY****Concept
(CONT...)**

Comprehension and Text Structure The child demonstrates an understanding of narrative structure through storytelling, questioning, and recall.

LL.2.5.c Asks and answers a variety of questions about books or stories told or read aloud.

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

LL.2.5.d Draws connections between story events and personal experiences.

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

LL.2.5.e Identifies events and details in the story and makes predictions.

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

LL.2.5.f Gives an opinion for liking or disliking a book or story.

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

LL.2.5.g Begins to demonstrate an understanding of the differences between fiction and non-fiction.

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

LL.2.5.h Identifies the topic of informational text that has been read aloud.

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

LL.2.5.i Retells or reenacts a story in sequence with pictures or props.

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

LL.2.5.j Demonstrates reading fluency by use of phrasing, intonation, and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes, or other repetitious or predictable texts.

GOLD® Objectives for Development and Learning

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

Objective 18a-2 Contributes particular language from the book at the appropriate time

Strand**EMERGENT WRITING****Concept**

Writing Processes and Writing Applications Children engage in a variety of writing activities and begin to convey meaning through their increasingly sophisticated marks. Children write to communicate ideas and to convey meaning. These skills include the understanding of



print, the development of motor skills, and the generation of ideas.

LL.3.1.a In writing process, uses a variety of writing tools, materials, and surfaces to create drawings or symbols.

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

LL.3.1.b Writes own name using letter-like forms or conventional print.

GOLD® Objectives for Development and Learning

Objective 19a Writes name

Objective 19a-6 Writes mock letters or letter-like forms

LL.3.1.c Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas, or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.

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

LL.3.1.d Forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and writing utensil).

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

LL.3.1.e Organizes writing from left to right, indicating a print awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.

GOLD® Objectives for Development and Learning

Objective 19c Writes using conventions

Objective 19c-1 Emerging: Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships

Objective 19c Writes using conventions

Objective 19c-2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships



Domain

Mathematics (MATH)

Strand

COUNTING AND CARDINALITY

Concept

Counts Out Loud The child counts out loud and uses number words in daily conversations.

MATH.1.1.a Shows interest in and awareness of counting.

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

MATH.1.1.b Rote counts zero to ten and beyond with increasing accuracy.

GOLD® Objectives for Development and Learning

Objective 20a Counts

Objective 20a-5 Emerging: 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

Strand

COUNTING AND CARDINALITY

Concept

Knows Number Names and Symbols The child identifies numerals and uses number words in daily activities.

MATH.1.2.a Uses numerals and number symbols in the context of daily routines, activities, and play.

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

Objective 20c-6 Identifies numerals to 10 by name and connects each to counted objects

MATH.1.2.b Uses and creates symbols to represent numbers.

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

Objective 20c-6 Identifies numerals to 10 by name and connects each to counted objects

MATH.1.2.c Uses a variety of materials (i.e. clay, sand, shaving cream) to write and form numerals and numeral-like symbols.

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

Objective 20c-6 Identifies numerals to 10 by name and connects each to counted objects

MATH.1.2.d Identifies numerals zero to ten.

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

Objective 20c-6 Identifies numerals to 10 by name and connects each to counted objects



Strand

COUNTING AND CARDINALITY

**Concept
(CONT...)**

Knows Number Names and Symbols The child identifies numerals and uses number words in daily activities.

MATH.1.2.e Differentiates some written numerals from written letters.**GOLD® Objectives for Development and Learning****Objective 20c Connects numerals with their quantities**

Objective 20c-6 Identifies numerals to 10 by name and connects each to counted objects

Strand

COUNTING AND CARDINALITY

Concept

Compares Numbers and Quantities The child applies a range of strategies such as matching or counting to compare sets of objects.

MATH.1.3.a Compares two sets of objects using terms such as greater than, less than, or equal to.**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

Strand

COUNTING AND CARDINALITY

Concept

Counts to Tell Number of Objects The child uses number words and counting to identify quantity.

MATH.1.4.a Identifies quantities of three to five objects without counting using visual approximation (Subitize).**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

MATH.1.4.b Demonstrates the ability to match object to object in a group (One-to-one correspondence).**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

MATH.1.4.c Counts groups of objects using a number word for each object (Rational counting).**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



Strand**COUNTING AND CARDINALITY****Concept
(CONT...)**

Counts to Tell Number of Objects The child uses number words and counting to identify quantity.

MATH.1.4.d Counts a collection of up to ten items using the last counting word to tell, "How many?" (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

MATH.1.4.e Matches numerals to quantities using manipulatives.

GOLD® Objectives for Development and Learning**Objective 20c Connects numerals with their quantities**

Objective 20c-6 Identifies numerals to 10 by name and connects each to counted objects

Strand**OPERATIONS AND ALGEBRAIC THINKING****Concept**

Explores Addition and Subtraction The child recognizes addition as adding to and subtraction as taking away from.

MATH.2.1.a Recognizes that adding increases the number of objects in a group.

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

MATH.2.1.b Describes changes in two or more sets of objects when they are combined.

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

MATH.2.1.c Recognizes that taking away (subtracting) decreases the number of objects in a group.

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

MATH.2.1.d Describes changes in a set of objects when they are separated into parts.

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



Strand

OPERATIONS AND ALGEBRAIC THINKING

**Concept
(CONT...)**

Explores Addition and Subtraction The child recognizes addition as adding to and subtraction as taking away from.

MATH.2.1.e Counts on from the larger number for addition.**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



Strand**OPERATIONS AND ALGEBRAIC THINKING****Concept**

Patterning The child recognizes, fixes, duplicates, extends, describes, and creates patterns.

MATH.2.2.a Recognizes patterns in the real world.

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-4 Copies simple repeating patterns

MATH.2.2.b Fixes simple patterns.

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-4 Copies simple repeating patterns

MATH.2.2.c Duplicates simple patterns.

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-4 Copies simple repeating patterns

MATH.2.2.d Extends patterns.

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-6 Extends and creates simple repeating patterns

MATH.2.2.e Creates patterns.

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-6 Extends and creates simple repeating patterns



Strand

OPERATIONS AND ALGEBRAIC THINKING

**Concept
(CONT...)**

Patterning The child recognizes, fixes, duplicates, extends, describes, and creates patterns.

MATH.2.2.f Describes similarities and differences in patterns.**GOLD® Objectives for Development and Learning****Objective 23 Demonstrates knowledge of patterns**

Objective 23-6 Extends and creates simple repeating patterns

Strand

MEASUREMENT AND DATA

Concept

Sorts and Classifies The child sorts and groups objects by a variety of attributes.

MATH.3.1.a Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).**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

MATH.3.1.b Explains how items were sorted into groups.**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

Strand

MEASUREMENT AND DATA

Concept

Data Analysis With prompting and support the child collects, organizes, displays, and describes relevant data.

MATH.3.2.a Asks questions to gather measurable data.**GOLD® Objectives for Development and Learning****Objective 22c Represents and analyzes data**

Objective 22c-3 Emerging: Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings

MATH.3.2.b Displays data to answer simple questions about themselves or the environment.**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



Strand**MEASUREMENT AND DATA****Concept
(CONT...)**

Data Analysis With prompting and support the child collects, organizes, displays, and describes relevant data.

MATH.3.2.c Uses descriptive language to compare data in picture graphs or other concrete representations.

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

MATH.3.2.d Analyzes data from charts and graphs to answer questions.

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

Strand**MEASUREMENT AND DATA****Concept**

Measures The child uses measurement to describe and compare objects in the environment.

MATH.3.3.a Compares objects and uses terms (e.g. lighter-heavier, hotter-colder, and faster-slower).

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

MATH.3.3.b Uses non-standard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes.

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

MATH.3.3.c Uses various standard measuring tools for simple measuring tasks.

GOLD® Objectives for Development and Learning**Objective 22a Measures objects**

Objective 22a-8 Uses measurement words and some standard measurement tools accurately

MATH.3.3.d Orders objects by measurable attributes.

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

MATH.3.3.e Uses appropriate vocabulary to describe time and sequence related to daily routines (e.g. tomorrow, yesterday, next, this morning).

GOLD® Objectives for Development and Learning**Objective 22b Measures time and money**

Objective 22b-4 Relates time to daily routines and schedule

Strand**GEOMETRY**

MATH.4.1.a Recognizes basic two-dimensional shapes when presented in different orientations.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-4 Identifies a few basic shapes (circle, square, triangle)

MATH.4.1.b Uses the names of geometric shapes when describing objects found in the environment.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-4 Identifies a few basic shapes (circle, square, triangle)

MATH.4.1.c Creates two-dimensional shapes during play.

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

Objective 21b-5 Emerging: Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

MATH.4.1.d Creates three-dimensional (solid) shapes during play.

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

MATH.4.1.e Compares, describes, analyzes, and sorts two- and three- dimensional objects in the environment using formal and informal mathematical language with prompting and support based on their attributes.

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

Strand

GEOMETRY

Concept

Spatial Reasoning The child uses and demonstrates an understanding of positional terms.

MATH.4.2.a Uses and responds to spatial language (e.g., between, inside, under, above, behind).

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

MATH.4.2.b Describes the relative position or location of objects in relation to self or to other objects with mathematical precision.

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

Science (SCI)

Strand

INQUIRY AND APPLICATION

Concept

Exploration, Observations, and Hypotheses The child observes, explores, and interacts with materials, others, and the environment.

SCI.1.1.a Exhibits curiosity about objects, living things, and other natural events in the environment.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

SCI.1.1.b Identifies attributes of objects, living things, and natural events in the environment.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

Objective 27 Demonstrates knowledge of Earth's environment

SCI.1.1.c Describes changes in objects, living things, and natural events in the environment.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

Objective 27 Demonstrates knowledge of Earth's environment

SCI.1.1.d Begins to describe the similarities, differences and relationships between objects, living things and natural events.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

Objective 27 Demonstrates knowledge of Earth's environment

SCI.1.1.e Asks and responds to questions about relationships of objects, living things, and events in the natural environment.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Objective 25 Demonstrates knowledge of the characteristics of living things

Objective 26 Demonstrates knowledge of the physical properties of objects and materials

Objective 27 Demonstrates knowledge of Earth's environment

Strand

INQUIRY AND APPLICATION

Concept

Investigation The child researches their own predictions and the ideas of others through active exploration and experimentation.

SCI.1.2.a Uses a variety of tools and materials to investigate.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

SCI.1.2.b Makes predictions and researches hypotheses through active investigation.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills



SCI.1.2.c Adjusts their approach if results are different than expected and continues testing.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

SCI.1.2.d Persists with an investigation.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills



Strand**INQUIRY AND APPLICATION****Concept**

Analysis and Conclusion The child analyzes data (their observations and background knowledge) and forms conclusions about their investigation.

SCI.1.3.a Uses a variety of materials to record and organize data.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

SCI.1.3.b Identifies cause and effect relationships.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

SCI.1.3.c Constructs theories to explain their investigations.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Strand**INQUIRY AND APPLICATION****Concept**

Communication The child discusses, communicates, and reflects upon the scientific investigation and its findings.

SCI.1.4.a Displays and interprets data.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

SCI.1.4.b Presents their scientific ideas in a variety of ways.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

SCI.1.4.c Conducts further investigation based on prior experience and information gained.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills



Domain

Social Studies (SS)

Strand

FAMILY

Concept

Understands Family The child demonstrates an understanding of families and the roles and responsibilities of being a family member.

SS.1.1.a Views self in relationship to others in a family.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

SS.1.1.b Identifies family members (e.g., mother, father, sister, brother, grandparents, and other important people in the child's life).

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

SS.1.1.c Describes/discusses own cultural or familial traditions.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

SS.1.1.d Identifies similarities and differences in their family composition and the families of others such as blended, foster, and other family structures.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self



Domain	Social Studies (SS)
Strand	FAMILY
Concept (CONT...)	Understands Family The child demonstrates an understanding of families and the roles and responsibilities of being a family member.

SS.1.1.e Develops an awareness of their personal and family history.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

SS.1.1.f Shows knowledge of family members' roles and responsibilities in the home.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Strand	COMMUNITY
Concept	Rights, Responsibilities, and Roles within Community The child demonstrates a sense of belonging to the community and contributes to its care.

SS.2.2.a Demonstrates responsible behaviors.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

SS.2.2.b Recognizes that people rely on others for economics, goods, and services (e.g., farm goods, mail delivery, safety, health care).

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

SS.2.2.c Seeks opportunities for leadership.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

SS.2.2.d Describes the purpose of rules.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

SS.2.2.e Recognizes that people have wants and must make choices because resources and materials are limited.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



Strand

COMMUNITY

**Concept
(CONT...)**

Rights, Responsibilities, and Roles within Community The child demonstrates a sense of belonging to the community and contributes to its care.

SS.2.2.f Describes their role at home, at school, and in the community.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Strand

COMMUNITY

Concept

Environment The child demonstrates awareness of locations within and around their community and of the environment.

SS.2.3.a Describes directionality and/or location within the community.

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

SS.2.3.b Describes some physical features of the environment in which she lives (e.g., buildings and natural elements like mountains and weather).

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

SS.2.3.c Recognizes that people share the environment with other people, plants, and animals.

GOLD® Objectives for Development and Learning

Objective 32 Demonstrates simple geographic knowledge

SS.2.3.d Shows an understanding of how to care for the indoor and outdoor environment.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment



Strand

HISTORY AND EVENTS

Concept

Understands TimePast, Present, and Future The child demonstrates an awareness of time and sequence of events in their daily lives.

SS.3.1.a Demonstrates an understanding of time in the context of daily experiences.

GOLD® Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places



Strand

HISTORY AND EVENTS

**Concept
(CONT...)**

Understands TimePast, Present, and Future The child demonstrates an awareness of time and sequence of events in their daily lives.

SS.3.1.b Understands that events happened in the past and how these events relate to one's self, family, and community.

GOLD® Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places

SS.3.1.c Communicates time and sequence vocabulary (e.g., before, after, during, later, first, last, yesterday, tomorrow, today) to describe relevant history and events.

GOLD® Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places



Domain

Physical Development, Health and Safety (PDH)

Strand

PHYSICAL HEALTH AND DEVELOPMENT

Concept

Gross Motor Development The child moves with maturing, fundamental movement skills.

PDH.1.1.a Moves with maturing balance skills.

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-8 Sustains balance during complex movement experiences

PDH.1.1.b Moves with maturing locomotor skills (e.g., walks, runs, skips, jumps, gallops, hops, slides, leaps).

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

PDH.1.1.c Moves with maturing coordination (e.g., reach, grasp, throw, catch).

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

PDH.1.1.d Demonstrates an understanding of movement concepts including body awareness, spatial awareness, and directional awareness.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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



Strand**PHYSICAL HEALTH AND DEVELOPMENT****Concept**

Fine Motor Development The child uses fingers, hands, and wrists to manipulate tools and materials.

PDH.1.2.a Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).

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

PDH.1.2.b Uses eye-hand coordination to perform simple tasks.

GOLD® Objectives for Development and Learning**Objective 7a Uses fingers and hands**

Objective 7a-6 Uses refined wrist and finger movements

PDH.1.2.c Manipulates smaller objects, tools, and instruments that require wrist and squeezing motions.

GOLD® Objectives for Development and Learning**Objective 7a Uses fingers and hands**

Objective 7a-6 Uses refined wrist and finger movements

PDH.1.2.d Uses fine motor skills in daily living.

GOLD® Objectives for Development and Learning**Objective 7a Uses fingers and hands**

Objective 7a-6 Uses refined wrist and finger movements

Strand**HEALTH****Concept**

Personal Health and Hygiene Practices Child demonstrates knowledge of personal health practices and routines and understands the functions of body parts.

PDH.2.1.a Demonstrates hygiene practices and personal care tasks with increasing independence.

GOLD® Objectives for Development and Learning**Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs

PDH.2.1.b Demonstrates healthy nutrition practices: Nutrition Knowledge; Nutrition choices.

GOLD® Objectives for Development and Learning**Objective 1c Takes care of own needs appropriately**

Objective 1c-6 Demonstrates confidence in meeting own needs



Strand**HEALTH****Concept
(CONT...)**

Personal Health and Hygiene Practices Child demonstrates knowledge of personal health practices and routines and understands the functions of body parts.

PDH.2.1.c Demonstrates active physical play and rest.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

PDH.2.1.d Demonstrates emerging knowledge of wellness.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

PDH.2.1.e Demonstrates emerging knowledge of oral health.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

Strand**SAFETY****Concept**

Safety and Injury Prevention Child demonstrates knowledge of personal safety practices and routines.

PDH.3.1.a Identifies and follows basic safety rules with guidance and support (e.g., sun safety, animal and plant safety, outdoor and indoor safety).

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

PDH.3.1.b Identifies basic signs and symbols that indicate danger (e.g., stop sign, poison, exit, flammable, slippery when wet, railroad crossing).

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

PDH.3.1.c Demonstrates transportation and street safety practices.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs



Strand**SAFETY****Concept
(CONT...)**

Safety and Injury Prevention Child demonstrates knowledge of personal safety practices and routines.

PDH.3.1.d Enforces personal boundaries (safety, self-advocacy, and boundary awareness).

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

PDH.3.1.e Knows personal information.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

PDH.3.1.f Demonstrates emergency safety practices.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

PDH.3.1.g Demonstrates ways to tell a trusted adult if threatened or harmed.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

PDH.3.1.h Identifies how adults help to keep us safe.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs



Domain

Fine Arts (ARTS)

Strand

VISUAL ARTS

Concept

Improvise and Connects with Visual Arts The child uses a wide variety of materials, media, tools and digital tools, techniques, and processes to explore, create, respond to, and connect with visual arts.

ARTS.1.1.a Creates their own original works using a variety of materials/media, tools, and techniques (e.g., materials/media, such as, paper, digital drawing application, sand, clay).

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts



Domain	Fine Arts (ARTS)
Strand	VISUAL ARTS
Concept (CONT...)	Improvise and Connects with Visual Arts The child uses a wide variety of materials, media, tools and digital tools, techniques, and processes to explore, create, respond to, and connect with visual arts.

ARTS.1.1.b Represents creative choices, ideas, experiences, and feelings with details that connect to personal meaning.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

ARTS.1.1.c Engages in two- and three-dimensional artistic investigations.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

ARTS.1.1.d Describes and communicates an understanding of their work and the artwork of others.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts



Strand

MUSIC

Concept

Creates and Connects with Musical Concepts and Expressions The child uses a wide variety of instruments, media, and tools, techniques, and music to explore and connect.

ARTS.2.1.a Experiments with a variety of instruments, vocalizations, sounds.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

ARTS.2.1.b Sings to familiar rhymes, songs, and chants.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

ARTS.2.1.c Uses familiar songs, rhymes, or chants to create their own musical improvisations.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

ARTS.2.1.d Responds to different styles of music, (e.g., rock, classical, jazz, spirituals, Hawaiian, reggae, Native American, gospel, bluegrass, lullabies, marches, and country music), and music representative of a variety of cultures.

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Objective 34 Explores musical concepts and expression



Strand**MUSIC****Concept
(CONT...)**

Creates and Connects with Musical Concepts and Expressions The child uses a wide variety of instruments, media, and tools, techniques, and music to explore and connect.

ARTS.2.1.e Describes and communicates an understanding of music in the contexts of daily experiences.

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Objective 34 Explores musical concepts and expression

Strand**CREATIVE MOVEMENT AND DANCE****Concept**

Creates and Connects with Creative Movement and Dance The child uses a wide variety of movement, expressions, media and tools, and techniques, to explore and connect with their own bodies within space.

ARTS.3.1.a Experiments with a variety of movements.

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Objective 35 Explores dance and movement concepts

ARTS.3.1.b Dances and moves to rhymes, songs, and chants.

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Objective 35 Explores dance and movement concepts

ARTS.3.1.c Responds with movement to various sensory stimuli.

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Objective 35 Explores dance and movement concepts

ARTS.3.1.d Describes and communicates an understanding of movement and dance in the contexts of daily experiences.

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Objective 35 Explores dance and movement concepts

Strand**DRAMATIC PLAY****Concept**

Creates and Connects with Dramatic Activities The child uses the portrayal of events, characters, or stories through acting and using props and language to explore, create, and connect.

ARTS.4.1.a Assumes roles from daily activities using a variety of props.

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Objective 36 Explores drama through actions and language



Strand**DRAMATIC PLAY****Concept
(CONT...)**

Creates and Connects with Dramatic Activities The child uses the portrayal of events, characters, or stories through acting and using props and language to explore, create, and connect.

ARTS.4.1.b Takes on more than one dramatic play role at a time.

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Objective 36 Explores drama through actions and language

ARTS.4.1.c Pretends an object exists without using a prop.

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Objective 36 Explores drama through actions and language

ARTS.4.1.d Dramatizes familiar stories.

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Objective 36 Explores drama through actions and language

ARTS.4.1.e Adds details and expresses original ideas in dramatic play situations.

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Objective 36 Explores drama through actions and language

