

Alignment of



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



With

California Infant–Toddler Learning and
Development Foundations

(Ad. 2025)

Main Criteria: California Infant–Toddler Learning and Development Foundations

Secondary Criteria: GOLD® Objectives for Development and Learning

Subject: Early Childhood Education

Grades: 4-11 months, 11-23 months, 23-36 months

Adopted: 2025

Domain

Social and Emotional Development (SED)

Strand

Self

Foundation

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

4-11 months

SED.1.1.4_to_11_months Children show developing understanding that others are both distinct from and connected to themselves, attending to physical characteristics (for example, facial features) that are associated with race, ethnicity, and gender.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

11-23 months

SED.1.1.11_to_23_months Children demonstrate awareness of their own features and express themselves as distinct persons with characteristics, thoughts, and feelings. Children also demonstrate awareness of others' behaviors, responses, and characteristics within their developing relationships with caregivers.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

23-36 months

SED.1.1.23_to_36_months Children identify their feelings, needs, and interests and sometimes identify themselves and others as members of one or more groups by referring to social categories (for example, race, ethnicity, gender) or cultural practices.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self



Strand

Self

Foundation

Recognition of Agency: The developing understanding that they can take action to influence the environment.

4-11 months

SED.1.2.4_to_11_months Children show an understanding that they are able to make things happen.

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

11-23 months

SED.1.2.11_to_23_months Children experiment with different ways of making things happen, persist in trying to do things even when faced with difficulty, and show a sense of satisfaction with what they can do.

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

Objective 1c-4 Seeks to do things for self

23-36 months

SED.1.2.23_to_36_months Children show an understanding of their own abilities to make things happen and sometimes refer to those abilities when describing themselves.

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

Objective 1c-6 Demonstrates confidence in meeting own needs

Strand

Self

Foundation

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

4-11 months

SED.1.3.4_to_11_months Children express a variety of primary emotions such as contentment, joy, sadness, interest, surprise, disgust, anger, and fear in response to different experiences.

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

Objective 1a-2 Uses adult support to calm self

Objective 29 Demonstrates knowledge about self**11-23 months**

SED.1.3.11_to_23_months Children express emotions in clear and intentional ways and express some secondary emotions, such as pride, through a variety of behaviors.

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

Objective 1a-2 Uses adult support to calm self

Objective 29 Demonstrates knowledge about self**23-36 months**

SED.1.3.23_to_36_months Children express secondary, self-conscious emotions such as pride, embarrassment, shame, and guilt. Children demonstrate awareness of their feelings by communicating words or gestures to describe feelings to others or acting them out in pretend play.

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

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

Objective 29 Demonstrates knowledge about self

Strand

Self

Foundation

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

4-11 months

SED.1.4.4_to_11_months Children use simple self-soothing behaviors to comfort themselves. Children often need help managing their emotions and behavior and show emerging ability to communicate the need for help with discomfort or distress.

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

Objective 1a-2 Uses adult support to calm self

11-23 months

SED.1.4.11_to_23_months Children demonstrate a variety of ways either to comfort themselves or to avoid or ignore situations that cause discomfort. Children require support with managing strong emotions and are responsive to choices and expectations set by caregivers. Children also communicate feelings and wants through words and gestures.

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

Objective 1a-3 Emerging: Comforts self by seeking out special object or person

23-36 months

SED.1.4.23_to_36_months Children anticipate the need for comfort and try to prepare themselves for transitions. Children sometimes manage behaviors and emotions with little or no caregiver support. Children show many self-comforting behaviors, depending on the situation, and communicate specific feelings.

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

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

Strand

Social Interactions

Foundation

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

4-11 months

SED.2.1.4_to_11_months Children show interest in objects that familiar people are attending to or actions that familiar people are doing. Children sometimes demonstrate understanding of how to get other people's attention, engage in back-and-forth interactions with others, and imitate the simple actions or facial expressions of others.

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

11-23 months

SED.2.1.11_to_23_months Children demonstrate knowing how to get familiar people to respond in a specific way through gestures, vocalizations, and shared attention; use another's social cues to guide their own responses to events; and demonstrate learning how to interact with familiar people in more complex and prosocial ways (for example, helping and hindering actions) through imitation and observation.

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

Objective 1c-4 Seeks to do things for self

23-36 months

SED.2.1.23_to_36_months Children sometimes communicate about their own needs, feelings, and intentions as well as those of other people and engage with others in more extended interactions and common activities (for example, goal-oriented activities, conversations). As part of understanding others' needs, children also express an interest in how others are treated as well as how resources are being distributed and used (for example, taking turns).

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

Objective 1c-6 Demonstrates confidence in meeting own needs



Strand

Social Interactions

Foundation

Empathy: The developing ability to share in the emotional experiences of others.

4-11 months

SED.2.2.4_to_11_months Children demonstrate awareness of others' feelings by mirroring or reacting to their emotional expressions.

GOLD® Objectives for Development and Learning**Objective 2b Responds to emotional cues**

Objective 2b-2 Reacts to others' emotional expressions

11-23 months

SED.2.2.11_to_23_months Children change their behavior in response to the feelings of others even though their actions may not always make the other person feel better. Children show an increased understanding of the reason for another's feelings and have emotional responses based on others' emotional experiences (for example, become distressed by the other's distress).

GOLD® Objectives for Development and Learning**Objective 2b Responds to emotional cues**

Objective 2b-3 Emerging: Demonstrates concern about the feelings of others

23-36 months

SED.2.2.23_to_36_months Children show an understanding that other people have feelings that are different from their own. Children show concern for others and sometimes respond to other people's emotional needs in a way that might make that person feel better.

GOLD® Objectives for Development and Learning**Objective 2b Responds to emotional cues**

Objective 2b-4 Demonstrates concern about the feelings of others

Strand

Social Interactions

Foundation

Interactions With Caregivers and Other People: The developing ability to respond to and engage with caregivers and other people.

4-11 months

SED.2.3.4_to_11_months Children purposefully engage in reciprocal interactions and follow the gaze of a familiar person (for example, care educator) to an object or person. Children are both interested in and cautious of unfamiliar people.

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

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

11-23 months

SED.2.3.11_to_23_months Children participate in routines and complex back-and-forth interactions and engage familiar people intentionally to receive help with meeting their needs. Children continue to show interest in unfamiliar people, and gradually interact with them in the presence of a familiar person. Children also check with a familiar person when uncertain about something or someone.

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

23-36 months

SED.2.3.23_to_36_months Children interact with familiar and unfamiliar people to play, solve problems, or communicate about experiences or ideas.

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

Social Interactions

Foundation

Interactions With Peers: The developing ability to respond to and engage with other children.

4-11 months

SED.2.4.4_to_11_months Children show interest in familiar and unfamiliar peers. Children stare at other children, explore other children's faces and bodies, or respond to siblings and older peers.

GOLD® Objectives for Development and Learning**Objective 2c Interacts with peers**

Objective 2c-1 Emerging: Plays near other children; uses similar materials or actions

11-23 months

SED.2.4.11_to_23_months Children engage in simple back-and-forth interactions with peers for short periods of time.

GOLD® Objectives for Development and Learning**Objective 2c Interacts with peers**

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

23-36 months

SED.2.4.23_to_36_months Children engage in simple cooperative play with peers around a shared goal or a shared activity.

GOLD® Objectives for Development and Learning**Objective 2c Interacts with peers**

Objective 2c-3 Emerging: Uses successful strategies for entering groups

Strand

Relationships

Foundation

Relationships With Caregivers - The development of close relationships with certain caregivers who provide consistent nurturance.

4-11 months

SED.3.1.4_to_11_months Children initiate interactions and seek proximity with familiar caregivers with whom they have developed an attachment relationship (attachment figures).

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

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

11-23 months

SED.3.1.11_to_23_months Children explore the environment in the presence of attachment figures. Children prefer people they trust to provide comfort. When distressed, children often seek to be physically close to attachment figures.

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

23-36 months

SED.3.1.23_to_36_months When exploring the environment, children occasionally reconnect with attachment figures (for example, through eye contact, facial expressions, and shared attention through conversations about shared feelings, activities, or plans). When distressed, children may seek to be physically close to these caregivers.

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

Foundation

Relationships With Peers - The development of relationships with certain peers through interactions over time.

4-11 months

SED.3.2.4_to_11_months Children show interest in other children's actions, feelings, and interests.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-1 Emerging: Plays near other children; uses similar materials or actions

Objective 2d Makes friends

Objective 2d-1 Emerging: Seeks a preferred playmate; shows pleasure when seeing a friend

11-23 months

SED.3.2.11_to_23_months Children prefer to interact with one or two familiar children in a shared space and engage more frequently in the same kind of back-and-forth play when interacting with those children.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

Objective 2d Makes friends

Objective 2d-2 Seeks a preferred playmate; shows pleasure when seeing a friend

23-36 months

SED.3.2.23_to_36_months Children prefer to interact with the same small number of children in the group and engage in more complex play with those children than with other peers (for example, extended pretend play with roles, games with movement).

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-3 Emerging: Uses successful strategies for entering groups

Objective 2d Makes friends

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



Domain

Approaches to Learning (AL)

Strand

Motivation to Learn

Foundation

Curiosity and Initiative - The developing ability of exploring the environment to learn about objects, people, and events.

4-11 months

AL.1.1.4_to_11_months Children explore objects or materials using their senses (mouthing, touching, looking, listening) and repeat the same action multiple times. Children also attend closely to details about things around them.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

11-23 months

AL.1.1.11_to_23_months Children explore by seeking information (using gestures or some words or vocalizations) and purposefully test cause-and-effect through simple actions. Children also show interest in participating in new experiences or activities.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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

23-36 months

AL.1.1.23_to_36_months Children use a variety of strategies to explore and seek information, such as making observations and asking questions. Children also pay attention to things around them more closely.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

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



Strand

Motivation to Learn

Foundation

Engagement and Perseverance - The developing skill of engaging in activities and persisting in actions and behaviors through challenges and setbacks.

4-11 months

AL.1.2.4_to_11_months Children try to make things happen and repeat actions they find interesting. Children also express distress when they are stopped from doing something and express pleasure when they accomplish simple goals.

GOLD® Objectives for Development and Learning**Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

11-23 months

AL.1.2.11_to_23_months Children spend time trying to accomplish goals and express pleasure or pride when successful. Children also sometimes continue working through an activity with caregiver support.

GOLD® Objectives for Development and Learning**Objective 11a Attends and engages**

Objective 11a-3 Emerging: Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

Objective 11b Persists

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

23-36 months

AL.1.2.23_to_36_months Children spend more time working through tasks to master them. With caregiver guidance, children find several ways to cope with distress that arises when they encounter challenges.

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

Objective 11b Persists

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

Strand

Executive Functioning

Foundation

Attention - The developing skill of engaging and sustaining attention in activities and interactions.

4-11 months

AL.2.1.4_to_11_months Children are easily distracted and shift their attention to different things and people. Children also follow another person's attention to things in their environment.

GOLD® Objectives for Development and Learning**Objective 11a Attends and engages**

Objective 11a-2 Pays attention to sights and sounds

11-23 months

AL.2.1.11_to_23_months Children demonstrate some ability to maintain attention in highly predictable routines. Children switch focus back and forth between a person and the thing that the person is referring to.

GOLD® Objectives for Development and Learning**Objective 11a Attends and engages**

Objective 11a-3 Emerging: Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

23-36 months

AL.2.1.23_to_36_months Children demonstrate some ability to manage distractions and attention, with caregiver guidance. Children pay attention more carefully and to more than one thing at a time in an orderly and predictable environment.

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



Strand	Executive Functioning
Foundation	Inhibitory Control - The developing skill of managing behaviors and impulses.

4-11 months

AL.2.2.4_to_11_months Children react when having to wait for needs to be met (such as arching their back and crying or other signs of discomfort or distress). Children respond to being soothed by caregivers.

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

11-23 months

AL.2.2.11_to_23_months Children stop or adjust their actions in response to cues from others (such as facial expressions or gestures) and consider choices with caregiver support to manage their impulses and behaviors.

GOLD® Objectives for Development and Learning
Objective 1a Manages feelings
 Objective 1a-3 Emerging: Comforts self by seeking out special object or person

23-36 months

AL.2.2.23_to_36_months Children communicate more specific information about their wants or needs and adjust their actions to manage their impulses and behaviors, with caregiver guidance.

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

Strand	Executive Functioning
Foundation	Working Memory - The developing ability to hold information in mind (short-term memory) to use it to accomplish goals and plans.

4-11 months

AL.2.3.4_to_11_months Children look for people or objects that are hidden in front of them.

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

11-23 months

AL.2.3.11_to_23_months Children keep in mind information about people or objects even when out of sight. Children also follow simple onestep directions with caregiver support.

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

23-36 months

AL.2.3.23_to_36_months Children demonstrate the ability to keep simple rules or concepts in mind with caregiver 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



Strand

Executive Functioning

Foundation

Cognitive Flexibility - The developing skill of being flexible in attention, thinking, and behavior.

4-11 months

AL.2.4.4_to_11_months Children explore objects and attend to things in their environment, changing the focus of their exploration when they notice something that interests them.

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

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

Objective 11a Attends and engages

Objective 11a-1 Emerging: Pays attention to sights and sounds

11-23 months

AL.2.4.11_to_23_months Children are flexible in their attention and behaviors and adapt to changes in routine with caregiver support. Children also explore simple ideas during pretend play.

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

Objective 14a Thinks symbolically

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

23-36 months

AL.2.4.23_to_36_months Children shift attention and adapt behaviors in different situations. Children also engage in more complex pretend play.

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

Objective 14a Thinks symbolically

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

Strand

Goal-Directed Learning

Foundation

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

4-11 months

AL.3.1.4_to_11_months Children use one or two simple actions to achieve simple goals or get their needs met.

GOLD® Objectives for Development and Learning**Objective 11c Solves problems**

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

11-23 months

AL.3.1.11_to_23_months Children use trial and error to solve everyday problems with caregiver support. Children use gestures or simple phrases when they need help.

GOLD® Objectives for Development and Learning**Objective 11c Solves problems**

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

23-36 months

AL.3.1.23_to_36_months Children use a variety of strategies to solve problems, such as asking for help when they need it and applying previously learned strategies to familiar and new situations.

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



Strand

Goal-Directed Learning

Foundation

Collaborative Effort: The developing skill of working together with others to accomplish goals.

4-11 months

AL.3.2.4_to_11_months Children engage in interactions with caregivers and show interest in other children. Children also show an early understanding of others' intentions and goals.

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

Objective 2c Interacts with peers

Objective 2c-1 Emerging: Plays near other children; uses similar materials or actions

Objective 3a Balances needs and rights of self and others

Objective 3a-1 Emerging: Responds appropriately to others' expressions of wants

11-23 months

AL.3.2.11_to_23_months Children engage with caregivers to accomplish simple goals. With caregiver support, they can sometimes play with other children in a coordinated way.

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

Objective 2c Interacts with peers

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

Objective 3a Balances needs and rights of self and others

Objective 3a-2 Responds appropriately to others' expressions of wants

23-36 months

AL.3.2.23_to_36_months Children play with each other and engage in shared activities to accomplish simple goals or tasks, with increasing independence.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

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

Objective 3a Balances needs and rights of self and others

Objective 3a-3 Emerging: Takes turns



Domain

Language Development (LD)

Strand

Attending and Understanding

Foundation

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

4-11 months

LD.1.1.4_to_11_months Children focus on the face, hands, or voice of a person who is communicating with them. Children also increasingly follow another person's gaze or gesture to look at objects and people.

GOLD® Objectives for Development and Learning**Objective 8a Comprehends language**

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

Objective 10b Uses social rules of language

Objective 10b-1 Emerging: Responds to speech by looking toward the speaker; watches for signs of being understood when communicating

11-23 months

LD.1.1.11_to_23_months Children follow another person's gaze or gesture to look at objects and people, looking back and forth between the other person and the object of shared attention. Children show understanding of new words experienced through interactions and watching or listening to others.

GOLD® Objectives for Development and Learning**Objective 8a Comprehends language**

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

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

23-36 months

LD.1.1.23_to_36_months Children listen to oral language or watch signed language to learn about objects, actions, people, and ideas. Children show increasing ability to understand words, phrases, and sentences communicated to them or others, even when the object, action, person, or idea is not present.

GOLD® Objectives for Development and Learning**Objective 8a Comprehends language**

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

Objective 10b Uses social rules of language

Objective 10b-4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating

Strand

Attending and Understanding

Foundation

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

4-11 months

LD.1.2.4_to_11_months Children understand several familiar words and react to a caregiver's overall tone.

GOLD® Objectives for Development and Learning**Objective 8a Comprehends language**

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

Objective 8b Follows directions

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

11-23 months

LD.1.2.11_to_23_months Children understand many words for familiar objects, people, and actions. Children demonstrate the ability to understand directions.

GOLD® Objectives for Development and Learning**Objective 8a Comprehends language**

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

Objective 8b Follows directions

Objective 8b-4 Follows simple requests not accompanied by gestures

23-36 months

LD.1.2.23_to_36_months Children understand many words about a variety of topics and learn new words after experiencing them only one or two times. Children understand others' comments, questions, requests, or stories.

GOLD® Objectives for Development and Learning**Objective 8a Comprehends language**

Objective 8a-5 Emerging: Responds appropriately to specific vocabulary and simple statements, questions, and stories

Objective 8b Follows directions

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

Strand

Communicating

Foundation

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

4-11 months

LD.2.1.4_to_11_months Children experiment with and practice making sounds or hand shapes. Children use sounds or gestures to communicate needs, wants, and interests. Children who are developing in sign languages will babble by moving their hands in sign-like shapes.

GOLD® Objectives for Development and Learning**Objective 9a Uses an expanding expressive vocabulary**

Objective 9a-2 Vocalizes and gestures to communicate

11-23 months

LD.2.1.11_to_23_months Children use several words for people they know, objects they use, and actions they perform in their daily lives. Children use gestures and a few words to tell others about their needs, wants, and interests. Children who do not yet use speech or signs to express themselves may use augmentative and alternative communication (AAC) devices, such as card systems, communication boards, or tablet-based programs.

GOLD® Objectives for Development and Learning**Objective 9a Uses an expanding expressive vocabulary**

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

23-36 months

LD.2.1.23_to_36_months Children use vocabulary about a variety of topics. Children communicate in a way that can be understood by a familiar person who speaks or signs the child's language. Children also combine words into two- or three-word sentences and modify some words (for example, changing verbs to past tense) but with many inaccuracies. Children who do not yet use speech or signs to express themselves may use AAC devices, such as card systems, communication boards, or tablet-based programs.

GOLD® Objectives for Development and Learning**Objective 9a Uses an expanding expressive vocabulary**

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

Objective 9b Speaks clearly

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

Objective 9c Uses conventional grammar

Objective 9c-3 Emerging: Uses three- to four-word sentences; may omit some words or use some words incorrectly

Strand

Communicating



Foundation

Emerging Conversation Skills: The developing ability to engage in back-and-forth communication. This development occurs in any language, such as the child's home language or any other language that they are developing.

4-11 months

LD.2.2.4_to_11_months Children participate in back-and-forth communication through gestures, facial expressions, and sometimes limited verbal responses.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

11-23 months

LD.2.2.11_to_23_months Children use gestures, words, or babbles to respond to communication from another person or to start conversations with that person. Children who do not yet use speech or signs to express themselves may use augmentative and alternative communication (AAC) devices, such as card systems, communication boards, or tablet-based programs.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

Objective 10a-3 Emerging: Initiates and attends to brief conversations

23-36 months

LD.2.2.23_to_36_months Children engage in back-and-forth conversations in which they respond to another person about the same conversational topic in general. Children who do not yet use speech or signs to express themselves may use AAC devices, such as card systems, communication boards, or tablet-based programs.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

Objective 10a-4 Initiates and attends to brief conversations



Strand

Early Literacy

Foundation

Engagement With Books, Stories, Songs, and Rhymes

4-11 months

LD.3.1.4_to_11_months Children watch or listen to a caregiver who is signing or telling a brief story, reading a short book, or signing or reciting a song or rhyme. Children explore books and pictures together with a caregiver.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

11-23 months

LD.3.1.11_to_23_months Children watch or listen to a caregiver who is signing or telling a story, reading a book, or signing or reciting a song or rhyme. Children interact with books (such as holding, exploring covers and pages, or showing the book to a caregiver). They also participate by pointing at a book, flipping pages, or making one- or two-word comments.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

23-36 months

LD.3.1.23_to_36_months Children engage with storytelling, books, songs, or rhymes by watching or listening, asking short questions, and making comments. They demonstrate basic understanding of how to interact with a book, such as turning the pages. Children also demonstrate an emerging understanding that written text represents words.

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

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

Early Literacy

Foundation

Understanding Meaning From Books and Stories

4-11 months

LD.3.2.4_to_11_months Children watch or listen to a caregiver who is signing or telling a brief story, reading a short book, or signing or reciting a song or rhyme. Children explore the pictures and pages of a book while a caregiver reads.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

11-23 months

LD.3.2.11_to_23_months Children make connections between words or events in stories or books and in real life. Children participate in storytelling and reading by making one- or two-word comments or pointing to pages in a book while babbling, showing an understanding of elements in the story.

GOLD® Objectives for Development and Learning

Objective 17a Uses and appreciates books and other texts

Objective 17a-2 Shows interest in books

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

Objective 18a-1 Emerging: Contributes particular language from the book at the appropriate time

23-36 months

LD.3.2.23_to_36_months Children show a basic understanding of the main idea or subject of a story or book they have experienced many times.

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



Domain

Cognitive Development (CD)

Strand

Exploration

Foundation

Cause and Effect - The developing understanding that one action brings about another.

4-11 months

CD.1.1.4_to_11_months Children perform simple actions to make things happen. Children may repeat the same action multiple times.

GOLD® Objectives for Development and Learning

Objective 11b Persists

Objective 11b-2 Repeats actions to obtain similar results

11-23 months

CD.1.1.11_to_23_months Children purposefully and repeatedly perform simple actions to cause things to happen. Children change the way they perform these actions or interact with objects and people to observe how it changes the outcome.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

23-36 months

CD.1.1.23_to_36_months Children make simple predictions about what will happen and reflect upon what caused something to happen.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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



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Emergent Mathematical Thinking

Foundation

Number Sense: The developing understanding of number and quantity.

4-11 months

CD.2.1.4_to_11_months Children notice quantity in their environment using their senses or physically interacting with objects.

GOLD® Objectives for Development and Learning**Objective 20b Quantifies**

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

11-23 months

CD.2.1.11_to_23_months Children notice quantity when playing and interacting with objects. Children understand and sometimes use language to refer to quantity (for example, "more" and "all").

GOLD® Objectives for Development and Learning**Objective 20b Quantifies**

Objective 20b-2 Demonstrates understanding of the concepts of one, two, and more

23-36 months

CD.2.1.23_to_36_months Children use number words to refer to quantity or when answering the question "How many?" Children recite parts of the count list, although they may make mistakes (for example, "one, two, four, five").

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

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

Strand

Emergent Mathematical Thinking

Foundation

Spatial Thinking: The developing understanding of how things move and fit in space.

4-11 months

CD.2.2.4_to_11_months Children explore the movement of their bodies, how people and objects move through space, and the size and shape of objects.

GOLD® Objectives for Development and Learning**Objective 21a Understands spatial relationships**

Objective 21a-0 Not Yet Follows simple directions related to position (in, on, under, up, down)

11-23 months

CD.2.2.11_to_23_months Children demonstrate understanding of where objects are located in space, and use trial and error to discover how objects, or their bodies, move and fit in space.

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)

23-36 months

CD.2.2.23_to_36_months Children predict how objects will fit and move in space without having to try out every possible solution. Children show understanding of words used to describe sizes (for example, big, small, little), locations (for example, in, on, under) or directions (for example, up, down) in space.

GOLD® Objectives for Development and Learning**Objective 21a Understands spatial relationships**

Objective 21a-4 Follows simple directions related to proximity (beside, between, next to)



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Emergent Mathematical Thinking

Foundation

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

4-11 months

CD.2.3.4_to_11_months Children notice and attend to similarities and differences between objects (for example, based on color, shape, size, or texture) and distinguish between familiar and unfamiliar people, places, or objects.

GOLD® Objectives for Development and Learning**Objective 13 Uses classification skills**

Objective 13-1 Emerging: Matches similar objects

11-23 months

CD.2.3.11_to_23_months Children match objects that are the same or sort objects into two groups based on similarities and differences in one attribute (for example, color, shape, size, or texture).

GOLD® Objectives for Development and Learning**Objective 13 Uses classification skills**

Objective 13-2 Matches similar objects

23-36 months

CD.2.3.23_to_36_months Children sort objects into two or more groups based on similarities and differences in one attribute (for example, color, size, shape, or function). Children sometimes label these groups, although these labels may be overgeneralized (for example, labeling all fruits "banana").

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)

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Imitation and Symbolic Thinking

Foundation

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

4-11 months

CD.3.1.4_to_11_months Children imitate simple actions, sounds, or facial expressions of others during interactions.

GOLD® Objectives for Development and Learning**Objective 14b Engages in sociodramatic play**

Objective 14b-1 Emerging: Imitates actions of others during play; uses real objects as props

11-23 months

CD.3.1.11_to_23_months Children imitate simple actions, sounds, or gestures that they have observed others doing in the moment or at an earlier time.

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

Objective 14b Engages in sociodramatic play

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

23-36 months

CD.3.1.23_to_36_months Children imitate gestures, language, and actions with multiple steps that they have observed others doing at an earlier time and/or in a different context.

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

Objective 14b Engages in sociodramatic play

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



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Imitation and Symbolic Thinking

Foundation

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

4-11 months

CD.3.2.4_to_11_months Children become familiar with objects and actions through active exploration. Children also build knowledge of people, actions, objects, and ideas through observation.

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

Objective 14a-1 Emerging: Recognizes people, objects, and animals in pictures or photographs

11-23 months

CD.3.2.11_to_23_months Children use one object to represent another object. Children engage in one or two simple actions of pretend play.

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

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

Objective 14b Engages in sociodramatic play

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

23-36 months

CD.3.2.23_to_36_months Children use objects to represent other objects during pretend play. Sometimes children pretend by imagining an object without needing the concrete object present.

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

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

Objective 14b Engages in sociodramatic play

Objective 14b-3 Emerging: Acts out familiar or imaginary scenarios; may use props to stand for something else

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Memory

Foundation

Memory - The developing ability to store and later retrieve information about past experiences.

4-11 months

CD.4.1.4_to_11_months Children recognize familiar people, objects, and routines in the environment. Children show awareness that familiar people still exist even when they are no longer physically present.

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

11-23 months

CD.4.1.11_to_23_months Children remember the typical actions of people, location of objects, and steps of routines. Children use this information as they engage with people or objects or participate in routines doing one or two steps.

GOLD® Objectives for Development and Learning**Objective 12a Recognizes and recalls**

Objective 12a-3 Emerging: Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view

Objective 12b Makes connections

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

23-36 months

CD.4.1.23_to_36_months Children anticipate the series of steps in familiar routines or activities, remember characteristics of the environment or people in it, and sometimes communicate about recent past events or act them out.

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

Objective 12b Makes connections

Objective 12b-4 Remembers the sequence of personal routines and experiences with teacher support



Domain

Perceptual and Motor Development (PMD)

Strand

Perceptual Development

Foundation

Perceptual Development - The developing ability to use information from the senses to understand and interact with the social and physical environment.

4-11 months

PMD.1.1.4_to_11_months Children use information from different senses to explore and learn about objects and people in their environment.

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

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

11-23 months

PMD.1.1.11_to_23_months Children use the information across different senses to plan actions and adjust the ways they explore and interact with objects, people, and environments.

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

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

23-36 months

PMD.1.1.23_to_36_months Children can quickly and easily use information across different senses to plan and accomplish tasks as part of play, social interactions, or daily routines.

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

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

Strand

Motor Development

Foundation

Gross Motor Development: The developing ability to control the large muscles to move and explore.

4-11 months

PMD.2.1.4_to_11_months Children develop increasing control of large muscle groups, such as their neck, arms, torso, and legs, helping them maintain or change positions or move short distances.

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

Objective 4-2 Moves to explore immediate environment

11-23 months

PMD.2.1.11_to_23_months Children coordinate large muscle groups to move from one place to another, adjusting their movement as needed to adapt to different surfaces and places.

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

Objective 4-4 Experiments with different ways of moving

23-36 months

PMD.2.1.23_to_36_months Children demonstrate increasingly complex ways of coordinating their large muscle groups to move and explore in various ways (such as running, jumping, dancing).

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

Objective 4-4 Experiments with different ways of moving



Strand

Motor Development

Foundation

Fine Motor Development: The developing ability to use the small muscles of their fingers and hands to explore objects and accomplish tasks.

4-11 months

PMD.2.2.4_to_11_months Children use their hands and fingers to explore objects through activities like reaching, grasping, shaking, banging, and poking.

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

Objective 7a-2 Reaches for, touches, and holds objects purposefully

11-23 months

PMD.2.2.11_to_23_months Children use both hands, together, to manipulate objects.

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

23-36 months

PMD.2.2.23_to_36_months Children use both hands together to manipulate objects and tools in intricate ways, allowing them to accomplish tasks more precisely and efficiently as part of play and learning.

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

Objective 7a-6 Uses refined wrist and finger movements

