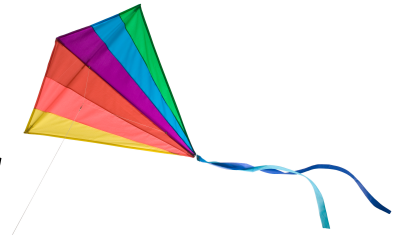


Alignment of



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



With

CA Preschool/Transitional Kindergarten
Learning Foundations

(Ad. 2024)

Main Criteria: CA Preschool/Transitional Kindergarten Learning Foundations

Secondary Criteria: GOLD® Objectives for Development and Learning

Subject: Early Childhood Education

Grades: 3-4.5 years, 4-5.5 years, 3-5.5 years

Adopted: 2024

Domain

Approaches to Learning (ATL)

Strand

Motivation to Learn

Sub-Strand

Curiosity and Interest

Foundation Title

Curiosity and Interest

3-4.5 years

4-5.5 years

ATL.1.1.Early Express interest in some familiar and new objects, people, and activities in their immediate environment. Seek information by exploring with their senses, describing their observations, and asking simple questions.

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.1.1.Later Express interest in a broader range of familiar and new objects, people, and activities by exploring more extensively with their senses, describing their observations in greater detail, and asking more detailed questions.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects



Strand	Motivation to Learn
Sub-Strand	Initiative
Foundation Title	Initiative

3-4.5 years

ATL.1.2.Early Demonstrate initiative by starting activities (such as simple play scenarios), initiating social interactions (such as helping others), and seeking solutions to problems.

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-4 Seeks adult help to resolve social problems

Objective 2c Interacts with peers

Objective 2c-6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

4-5.5 years

ATL.1.2.Later Demonstrate initiative by starting activities (such as detailed and more complex play scenarios), initiating social interactions (such as helping others) more often, and seeking solutions to problems more persistently.

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-6 Suggests solutions to social problems

Objective 2c Interacts with peers

Objective 2c-6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

Strand	Motivation to Learn
Sub-Strand	Engagement
Foundation Title	Engagement

3-4.5 years

ATL.1.3.Early Actively engage by focusing and concentrating on activities for brief periods of time with adult support.

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

4-5.5 years

ATL.1.3.Later Actively engage by focusing and concentrating on activities for longer periods of time with less adult support.

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	Motivation to Learn
Sub-Strand	Perseverance

3-4.5 years

ATL.1.4.Early Demonstrate persistence, with adult support, when engaging in an activity despite encountering setbacks or boredom. Make an effort, with adult support, to cope with emotions that arise (for instance, frustration, sadness, anger, excitement), although may shift to another activity after a short while.

GOLD® Objectives for Development and Learning**Objective 11b Persists**

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

4-5.5 years

ATL.1.4.Later Demonstrate persistence for longer periods of time when engaging in an activity despite encountering setbacks or boredom. More consistently cope with emotions that arise (for instance, frustration, anger, sadness, excitement) and can continue engaging in an activity with less adult support.

GOLD® Objectives for Development and Learning**Objective 11b Persists**

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

Strand

Executive Function

Sub-Strand

Working Memory

Foundation Title

Working memory

3-4.5 years

ATL.2.1.Early Hold approximately one to two pieces of information in their mind for a short time and use the knowledge to guide behavior when performing tasks and engaging in play, with adult support.

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

Objective 12a-4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view

4-5.5 years

ATL.2.1.Later Hold approximately two to three pieces of information in their mind for longer periods of time and use the knowledge to guide behavior when engaging in multistep tasks and more complex play, with less adult support.

GOLD® Objectives for Development and Learning

Objective 12a Recognizes and recalls

Objective 12a-6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view

Strand

Executive Function

Sub-Strand

Inhibitory Control

Foundation Title

Managing Impulsive Behaviors

3-4.5 years

ATL.2.2.Early Demonstrate emerging ability to manage habitual reactions (habits that are not useful in a particular context), impulsive behaviors (acting on a whim), and delaying gratification (resisting temptation for an instant reward) with adult 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

4-5.5 years

ATL.2.2.Later Manage habitual reactions (habits that are not useful in a particular context), impulsive behaviors (acting on a whim), and delaying gratification (resisting temptation for an instant reward) with less adult support.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-8 Controls strong emotions in an appropriate manner most of the time



Strand	Executive Function
Sub-Strand	Inhibitory Control
Foundation Title	Managing Attention and Distractions

3-4.5 years

ATL.2.3.Early Demonstrate an emerging ability to ignore distractions and interruptions during independent or group activities; however, often need adult support to manage attention when distracted or interrupted.

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

4-5.5 years

ATL.2.3.Later Demonstrate an emerging ability to ignore distractions and interruptions during independent or group activities with less adult support.

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	Executive Function
Sub-Strand	Flexibility
Foundation Title	Flexibility

3-4.5 years

ATL.2.4.Early Demonstrate emerging ability to shift behavior and think about things in a new way, with adult support.

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

4-5.5 years

ATL.2.4.Later More consistently shift behavior and think about things in a new way, with less adult support.

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	Goal Directed Learning
Sub-Strand	Problem-Solving
Foundation Title	Planning

3-4.5 years

ATL.3.1.Early Demonstrate emerging ability to set and carry out simple goals (for example, one- to two step plans and goals), with adult support.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

4-5.5 years

ATL.3.1.Later Demonstrate ability to set and carry out more complex plans (for example, two- to three step plans and goals), with less adult support.

GOLD® Objectives for Development and Learning

Objective 11b Persists

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

Strand

Goal Directed Learning

Sub-Strand

Problem-Solving

Foundation Title

Reflecting and Analyzing

3-4.5 years

ATL.3.2.Early Make attempts to adjust a problem-solving approach or strategy by reflecting on and analyzing their current approach, with adult support.

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

4-5.5 years

ATL.3.2.Later Make attempts to adjust a problem-solving approach or strategy by reflecting on and analyzing their current approach, with less adult support.

GOLD® Objectives for Development and Learning

Objective 11c Solves problems

Objective 11c-8 Thinks problems through, considering several possibilities and analyzing results

Strand

Goal Directed Learning

Sub-Strand

Collaborative Effort

Foundation Title

Problem-Solving Together

3-4.5 years

ATL.3.3.Early Collaborate with peers in problem-solving during play and learning activities, sometimes for a short period of time and sometimes longer.

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-4 Seeks adult help to resolve social problems

4-5.5 years

ATL.3.3.Later Engage in extended collaborative problem-solving during play and learning activities. Communicate with peers about how to solve a problem and help peers when needed.

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-6 Suggests solutions to social problems



Strand	Goal Directed Learning
Sub-Strand	Collaborative Effort
Foundation Title	Understanding Others

3-4.5 years

ATL.3.4.Early Notice, with adult support, that others have different approaches and preferences, although often have difficulty accepting others' approaches or preferences.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

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

Objective 3a Balances needs and rights of self and others

Objective 3a-4 Takes turns

4-5.5 years

ATL.3.4.Later Demonstrate understanding and explain that others can have different approaches and preferences and more consistently accept others' approaches and preferences, with less adult support.

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

Objective 3a Balances needs and rights of self and others

Objective 3a-4 Takes turns



Domain

Social and Emotional Development (SED)

Strand

Self

Sub-Strand

Self-Awareness

Foundation Title

Self-Identity

3-4.5 years

4-5.5 years

SED.1.1.Early Notice and communicate the characteristics of their physical appearance related to specific identities (for example, gender, race, ethnicity). Demonstrate emerging preferences for specific activities (for example, what to play, how to dress).

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

SED.1.1.Later Express their personal identity (for example, gender, race, or ethnicity), including a sense of pride in their identity, and communicate preferences of their appearance or activities they enjoy (for example, sharing their family's practices or their own preferences).

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Strand

Self

Sub-Strand

Self-Awareness

Foundation Title

Confidence in abilities

3-4.5 years

4-5.5 years

SED.1.2.Early Describe their abilities positively and enjoy demonstrating them. Communicate the desire to be viewed positively by familiar adults, including teachers.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Objective 11d Shows curiosity and motivation

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

SED.1.2.Later Express confidence in their abilities and describe their strengths, including reference to past abilities. Continue to be sensitive to how they are viewed by peers and familiar adults, including teachers.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Objective 11d Shows curiosity and motivation

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects



Strand

Self

Sub-Strand

Emotional Knowledge

Foundation Title

Understanding Emotions in Self and Others

3-4.5 years

SED.1.3.Early Identify basic emotions (for example, happy, sad, surprised) and recognize emotional expressions in self and others.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

Objective 2b Responds to emotional cues

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

4-5.5 years

SED.1.3.Later Identify basic and complex emotions (for example, embarrassment, prideful) and recognize emotional expressions in self and others. Demonstrate increasing understanding of different ways of expressing emotions and related behaviors for themselves and others.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-8 Controls strong emotions in an appropriate manner most of the time

Objective 2b Responds to emotional cues

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

Strand

Self

Sub-Strand

Regulating Emotions and Behaviors

Foundation Title

Regulating Emotions, Behaviors, and Stress

3-4.5 years

SED.1.4.Early Make efforts to regulate their emotions and behaviors and cope with stress with adult support.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

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

4-5.5 years

SED.1.4.Later Regulate emotions and behaviors and demonstrate strategies to cope with emotions and behaviors caused by stress with some adult support.

GOLD® Objectives for Development and Learning

Objective 1a Manages feelings

Objective 1a-8 Controls strong emotions in an appropriate manner most of the time



Strand

Self

Sub-Strand

Regulating Emotions and Behaviors

Foundation Title

Managing Routines and Transitions

3-4.5 years

4-5.5 years

SED.1.5.Early Manage routines and transitions between settings (for example, from home to child care) or activities (for example, from playtime to story time) with adult support.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

SED.1.5.Later Anticipate routines and manage transitions between settings (for example, from home to school) or activities (for example, from snack time to small-group activities) with some adult support.

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

Self

Sub-Strand

Social Awareness

Foundation Title

Awareness of Similarities and Differences Across People

3-4.5 years

4-5.5 years

SED.1.6.Early Demonstrate awareness and interest in how people are similar and different.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

SED.1.6.Later Make comparisons between themselves and others and express beliefs about themselves and others based on perceived similarities and differences.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



Strand	Self
Sub-Strand	Social Awareness
Foundation Title	Understanding Other People's Thoughts, Behaviors, and Experiences

3-4.5 years

SED.1.7.Early Develop understanding that others have unique thoughts, behaviors, and experiences.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

4-5.5 years

SED.1.7.Later Demonstrate emerging understanding of the mental and psychological reasons people act as they do and how these reasons contribute to differences in how people act or behave.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Strand	Self
Sub-Strand	Social Awareness
Foundation Title	Empathy and Caring

3-4.5 years

SED.1.8.Early Demonstrate empathy by sharing the emotional experiences of others and showing concern for the needs of others in distress.

GOLD® Objectives for Development and Learning

Objective 2b Responds to emotional cues

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

4-5.5 years

SED.1.8.Later Respond to others' distress and needs with sympathetic caring and assistance by comforting and helping others, although occasionally require support from an adult to assist.

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	Interactions and Relationships with Adults
Sub-Strand	Interactions with Adults
Foundation Title	Reciprocal Interactions with Adults

3-4.5 years

SED.2.1.Early Engage in positive interactions with familiar adults, especially in familiar settings. Demonstrate an emerging ability to initiate social interaction 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

4-5.5 years

SED.2.1.Later Take greater initiative and participate in more reciprocal interactions with familiar adults (for example, initiate a conversation, suggest a shared activity, or ask for assistance).

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

Strand

Interactions and Relationships with Adults

Sub-Strand

Attachment

Foundation Title

Seeking Security and Support

3-4.5 years

SED.2.2.Early Seek security and support (for example, help or comfort) from their attachment figures (adults in children's lives who are caregivers, which may include teachers) to address their needs, especially in difficult situations.

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

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

4-5.5 years

SED.2.2.Later Anticipate when they need support and take greater initiative in seeking support (for example, help or comfort) from their attachment figures (adults in children's lives who are caregivers, which may include teachers) to address their needs, especially in difficult situations.

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

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

Objective 11c Solves problems

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

Strand

Interactions and Relationships with Adults

Sub-Strand

Attachment

Foundation Title

Coping with Departures

3-4.5 years

SED.2.3.Early Cope with departures and separations from attachment figures (for example, drop-off at preschool or family child care) but occasionally require additional assistance throughout the day to manage distress while being apart from attachment figures.

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

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

4-5.5 years

SED.2.3.Later Cope with departures and separations from attachment figures and manage distress while being apart from attachment figures with minimal or no assistance.

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	Interactions and Relationships with Adults
Sub-Strand	Relationships with Adults
Foundation Title	Relationships with Adults

3-4.5 years

SED.2.4.Early Contribute to maintaining positive relationships with attachment figures (adults in children's lives who are caregivers, which may include teachers) and familiar adults. Show emerging awareness of the adults' feelings, preferences, and well-being.

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

4-5.5 years

SED.2.4.Later Contribute to positive mutual relationships and cooperation with attachment figures (adults in children's lives who are caregivers, which may include teachers) and familiar adults. Show interest in the adults' feelings, preferences, and well-being.

GOLD® Objectives for Development and Learning

Objective 2a Forms relationships with adults

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

Strand	Interactions and Relationships with Peers
Sub-Strand	Interactions with peers
Foundation Title	Interacting and Cooperating with Peers

3-4.5 years

SED.3.1.Early Interact with peers in shared activities and occasionally participate in cooperative efforts with peers, with adult support.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

4-5.5 years

SED.3.1.Later More actively and intentionally interact and cooperate with peers in daily learning and play activities.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

Strand	Interactions and Relationships with Peers
Sub-Strand	Interactions with peers
Foundation Title	Conflict resolution with Peers

3-4.5 years

SED.3.2.Early Seek adult assistance to resolve peer conflicts or disagreements.

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-4 Seeks adult help to resolve social problems

4-5.5 years

SED.3.2.Later Negotiate with peers and more often communicate to respond to conflict. Seek adult assistance to understand their peers' needs or to resolve a conflict.

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-8 Resolves social problems through basic negotiation and compromise



Strand

Interactions and Relationships with Peers

Sub-Strand

Equitable Social Interactions

Foundation Title

Fairness and Respect

3-4.5 years

SED.3.3.Early Demonstrate understanding of sharing and treating those who may be similar or different from them with fairness, although require some adult prompting to share.

GOLD® Objectives for Development and Learning**Objective 3a Balances needs and rights of self and others**

Objective 3a-4 Takes turns

4-5.5 years

SED.3.3.Later More consistently share with others and treat others with fairness and respect with less adult prompting, including calling out unfairness in play and daily activities.

GOLD® Objectives for Development and Learning**Objective 3a Balances needs and rights of self and others**

Objective 3a-4 Takes turns

Strand

Interactions and Relationships with Peers

Sub-Strand

Relationships with Peers

Foundation Title

Developing Friendships

3-4.5 years

SED.3.4.Early Choose to play with one or two special peers they identify as friends. Share more complex play with friends than with other children.

GOLD® Objectives for Development and Learning**Objective 2d Makes friends**

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

4-5.5 years

SED.3.4.Later Develop friendships that are more reciprocal, exclusive, and enduring. Engage in enhanced cooperation and problem-solving efforts.

GOLD® Objectives for Development and Learning**Objective 2d Makes friends**

Objective 2d-8 Maintains friendships for several months or more; forms friendships around similar play interests



Domain	Foundational Language Development (FLD)
Strand	Listening and Speaking
Sub-Strand	Vocabulary
Foundation Title	Understanding and Using Vocabulary

3-4.5 years

FLD.1.1.Early Understand and use words for objects, actions, and attributes frequently experienced in everyday life, such as through play, conversations, or stories.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

4-5.5 years

FLD.1.1.Later Understand and use an increasing variety of words for objects, actions, and attributes experienced in everyday life, such as through play, conversations, or stories.

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	Listening and Speaking
Sub-Strand	Vocabulary
Foundation Title	Understanding and Using Words for Categories

3-4.5 years

FLD.1.2.Early Understand and use commonly experienced vocabulary to describe categories and the relationships within them.

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

4-5.5 years

FLD.1.2.Later Understand and use increasingly specific vocabulary to describe categories and the relationships within them.

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	Listening and Speaking
Sub-Strand	Vocabulary
Foundation Title	Understanding and Using Size and Location Words

3-4.5 years

FLD.1.3.Early Understand and use words to describe the size and location of objects (such as "tiny" and "on"), including simple comparisons (such as "bigger").

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

4-5.5 years

FLD.1.3.Later Understand and use increasingly specific words to describe and compare the size and location of objects (such as "longer" and "between").

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

Listening and Speaking

Sub-Strand

Grammar

Foundation Title

Using Grammatical Features and Sentence Structure

3-4.5 years

4-5.5 years

FLD.1.4.Early Use common word forms and sentence forms to express thoughts and ideas.

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

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

FLD.1.4.Later Use both common and less common word forms and sentence forms to express complex thoughts and ideas.

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

Objective 9c-8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)

Strand

Listening and Speaking

Sub-Strand

Grammar

Foundation Title

Asking Questions

3-4.5 years

4-5.5 years

FLD.1.5.Early Use questions to seek information and to clarify and confirm understanding.

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

Objective 9c-8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)

FLD.1.5.Later Use questions and follow-up questions to seek information and to clarify and confirm understanding.

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

Objective 9c-8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)



Strand	Listening and Speaking
Sub-Strand	Grammar
Foundation Title	Constructing Narratives

3-4.5 years

FLD.1.6.Early Use language to construct real or fictional short narratives.

GOLD® Objectives for Development and Learning

Objective 9d Tells about another time or place

Objective 9d-6 Tells stories about other times and places that have a logical order and that include major details

4-5.5 years

FLD.1.6.Later Use language to construct real or fictional extended narratives that have several details or a plotline.

GOLD® Objectives for Development and Learning

Objective 9d Tells about another time or place

Objective 9d-6 Tells stories about other times and places that have a logical order and that include major details

Strand	Listening and Speaking
Sub-Strand	Grammar
Foundation Title	Sharing Explanations and Opinions

3-4.5 years

FLD.1.7.Early Share descriptions, opinions, and explanations.

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

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

4-5.5 years

FLD.1.7.Later Share detailed descriptions, opinions, and explanations.

GOLD® Objectives for Development and Learning

Objective 9c Uses conventional grammar

Objective 9c-8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)

Strand	Listening and Speaking
Sub-Strand	Grammar
Foundation Title	Participating in Conversations

3-4.5 years

FLD.1.8.Early Participate in back-and-forth conversations with adults and peers. Respond on topic for at least one turn in a conversation.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

4-5.5 years

FLD.1.8.Later Participate in increasingly long and complex back-and-forth conversations with adults and peers. Respond on topic across several turns in the conversation.

GOLD® Objectives for Development and Learning

Objective 10a Engages in conversations

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

Strand

Foundational Literacy Skills

Sub-Strand

Phonological Awareness

Foundation Title

Isolating Initial Sounds

3-4.5 years

FLD.2.1.Early Match words that have the same first sound in speech, with adult support or the support of pictures or objects.

GOLD® Objectives for Development and Learning

Objective 15b Notices and discriminates alliteration

Objective 15b-6 Matches beginning sounds of some words

4-5.5 years

FLD.2.1.Later Isolate and pronounce the first sound of a word, with adult support or the support of pictures or objects.

GOLD® Objectives for Development and Learning

Objective 15b Notices and discriminates alliteration

Objective 15b-8 Isolates and identifies the beginning sound of a word

Strand

Foundational Literacy Skills

Sub-Strand

Phonological Awareness

Foundation Title

Recognizing and Blending Sounds

3-4.5 years

FLD.2.2.Early When presented with two single-syllable words (such as "sand" and "box"), blend them into a compound word in speech with adult support or the support of pictures or objects.

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

4-5.5 years

FLD.2.2.Later When presented with syllables and individual sounds, blend them into words in speech with adult support or the support of pictures or objects.

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

Foundational Literacy Skills

Sub-Strand

Phonological Awareness

Foundation Title

Participating in Rhyming and Word Play

3-4.5 years

FLD.2.3.Early Recognize or participate in familiar rhymes or songs.

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-2 Joins in rhyming songs and games

4-5.5 years

FLD.2.3.Later Produce rhyming sounds or words. Rhymes may be imperfect and can be real or nonsense words

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-4 Fills in the missing rhyming word; generates rhyming words spontaneously



Strand

Foundational Literacy Skills

Sub-Strand

Phonological Awareness

Foundation Title

Identifying Letters

3-4.5 years

FLD.2.4.Early Match some letter names to their printed form. These will commonly be letters in the child's first name. If learning the alphabet in English, Spanish, or other languages using a similar alphabet, such as Tagalog, match some (about three to eight) uppercase letter names to their printed form.

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

4-5.5 years

FLD.2.4.Later Match many letter names to their printed form. If learning the alphabet in English, Spanish, or other languages using a similar alphabet, such as Tagalog, match most (about 15 to 20) uppercase letter names and approximately half (about 12 to 16) of the lowercase letter names to their printed form.

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

Objective 16a-6 Identifies and names 11-20 upper- and 11-20 lowercase letters when presented in random order

Strand

Foundational Literacy Skills

Sub-Strand

Phonological Awareness

Foundation Title

Learning Letter-Sound Correspondence

3-4.5 years

FLD.2.5.Early Recognize that letters or characters have sounds.

GOLD® Objectives for Development and Learning**Objective 16b Identifies letter-sound correspondences**

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

4-5.5 years

FLD.2.5.Later Accurately identify or produce sounds associated with several letters or common characters with adult support. If learning the alphabet in English, Spanish, or other languages using a similar alphabet, such as Tagalog, accurately identify or produce sounds associated with about half of the 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

Foundational Literacy Skills

Sub-Strand

Concepts about Print

Foundation Title

Understanding the Concept of Print

3-4.5 years

FLD.2.6.Early Recognize print as something that can be read and has meaning.

GOLD® Objectives for Development and Learning**Objective 17b Uses print concepts**

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

4-5.5 years

FLD.2.6.Later Identify the meaning of a few instances of familiar print in the environment.

GOLD® Objectives for Development and Learning**Objective 17b Uses print concepts**

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

Strand

Foundational Literacy Skills

Sub-Strand

Concepts about Print

Foundation Title

Understanding Print Conventions

3-4.5 years

FLD.2.7.Early Display basic book-handling behaviors and knowledge of basic print conventions, such as turning pages in a single direction and recognizing the cover and title of a book.

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

4-5.5 years

FLD.2.7.Later Display increasingly sophisticated bookhandling behaviors and knowledge of print conventions, such as turning pages one at a time and understanding the direction and orientation of print.

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



Strand	Reading
Sub-Strand	Literacy Interest and Response
Foundation Title	Demonstrating Interest in Literacy Activities

3-4.5 years

FLD.3.1.Early Demonstrate interest in and engagement with literacy and literacy-related 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

Objective 11a Attends and engages

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

4-5.5 years

FLD.3.1.Later Demonstrate interest in and engagement with literacy and literacy-related activities for progressively extended periods of time and with increasing independence.

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

Objective 11a Attends and engages

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

Strand	Reading
Sub-Strand	Comprehension and Analysis of Age-Appropriate Text
Foundation Title	Understanding Stories

3-4.5 years

FLD.3.2.Early Demonstrate basic understanding of main characters or events in a story after the child has experienced the story a few times.

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts

Objective 18c-6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate

4-5.5 years

FLD.3.2.Later Demonstrate understanding of details in a story, including knowledge of characters, events, and ordering of events, and use their increased understanding of story structure to predict what might come next when asked.

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts

Objective 18c-6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate

Strand	Reading
Sub-Strand	Comprehension and Analysis of Age-Appropriate Text



3-4.5 years

FLD.3.3.Early Demonstrate basic understanding of informational text after the child has experienced the text a few times.

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

4-5.5 years

FLD.3.3.Later Demonstrate deeper understanding of informational text using their abilities to make connections to previous knowledge, make inferences, and ask questions.

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

Writing

Sub-Strand

Writing Skills

Foundation Title

Developing Fine Motor Skills in Writing

3-4.5 years

4-5.5 years

FLD.4.1.Early Experiment with grasp and body position using a variety of drawing and writing tools.

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

FLD.4.1.Later Adjust grasp and body position for increased control in drawing and writing.

GOLD® Objectives for Development and Learning

Objective 7b Uses writing and drawing tools

Objective 7b-8 Uses three-point finger grip and efficient hand placement when writing and drawing

Strand

Writing

Sub-Strand

Writing as Communication

Foundation Title

Writing to Represent Sounds

4-5.5 years

FLD.4.2.Later Write, with adult support, a few recognizable letters that are intended to represent their corresponding sounds.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-6 Uses drawing, dictation, and mock letters or letter forms to convey a message



Strand	Writing
Sub-Strand	Writing as Communication
Foundation Title	Dictating Thoughts and Ideas to Be Conveyed in Writing

3-4.5 years

FLD.4.3.Early Engage in dictating thoughts and ideas when an adult offers to help with writing them down.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-6 Uses drawing, dictation, and mock letters or letter forms to convey a message

4-5.5 years

FLD.4.3.Later Demonstrate interest in conveying extended thoughts and ideas in writing, engaging the help of an adult.

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

Strand	Writing
Sub-Strand	Writing as Communication
Foundation Title	Writing to Represent Words or Ideas

3-4.5 years

FLD.4.4.Early Write using scribbles that resemble letters or characters and are distinct from pictures.

GOLD® Objectives for Development and Learning

Objective 19a Writes name

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

4-5.5 years

FLD.4.4.Later Write a few recognizable letters or characters to represent words or ideas.

GOLD® Objectives for Development and Learning

Objective 19a Writes name

Objective 19a-8 Writes letter strings

Strand	Writing
Sub-Strand	Writing as Communication
Foundation Title	Writing Own Name

3-4.5 years

FLD.4.5.Early Write marks to represent own name.

GOLD® Objectives for Development and Learning

Objective 19a Writes name

Objective 19a-10 Writes partially accurate first name

4-5.5 years

FLD.4.5.Later Write own name nearly correctly.

GOLD® Objectives for Development and Learning

Objective 19a Writes name

Objective 19a-12 Writes accurate first name

Domain	Mathematics (MATH)
Strand	Counting and Cardinality
Sub-Strand	Counting Principles
Foundation Title	Reciting Numbers

3-4.5 years

MATH.1.1.Early Recite numbers in order from one to ten or higher with no more than a few errors.

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

4-5.5 years

MATH.1.1.Later Recite numbers in order from one to thirty with no more than a few errors. Count forward from a number other than one.

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

Objective 20a Counts

Objective 20a-8 Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20

Strand	Counting and Cardinality
Sub-Strand	Counting Principles
Foundation Title	One-to-One Correspondence

3-4.5 years

MATH.1.2.Early Count five objects or more using one-to-one correspondence (one object for each number word).

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

4-5.5 years

MATH.1.2.Later Count ten objects or more using one-to-one correspondence (one object for each number word).

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



Strand	Counting and Cardinality
Sub-Strand	Counting Principles
Foundation Title	Cardinality

3-4.5 years

MATH.1.3.Early Answer the question "How many?" by counting. May repeat the last number word in the number list after counting but is still developing an understanding that the number name of the last object counted represents the total number of objects in the group.

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

4-5.5 years

MATH.1.3.Later Consistently demonstrate understanding when counting that the number name of the last object counted represents the total number of objects in the group.

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

Strand	Counting and Cardinality
Sub-Strand	Recognizing Quantities
Foundation Title	Subitize

3-4.5 years

MATH.1.4.Early Identify without counting the number of objects in a small collection (for example, one to four objects).

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

4-5.5 years

MATH.1.4.Later Identify without counting the number of objects in a collection of one to five objects.

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	Counting and Cardinality
Sub-Strand	Numeral Recognition
Foundation Title	Numeral Recognition

3-4.5 years

MATH.1.5.Early Recognize and name a few written numerals under 10.

GOLD® Objectives for Development and Learning

Objective 20c Connects numerals with their quantities

Objective 20c-4 Identifies numerals to 5 by name and connects each to counted objects

4-5.5 years

MATH.1.5.Later Recognize and name all written numerals through 10.

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

Sub-Strand

Number Relationships

Foundation Title

Number Comparison

3-4.5 years

MATH.1.6.Early Compare (with or without counting) two groups of objects that are clearly equal or different in size and communicate, "same" or "more."

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

4-5.5 years

MATH.1.6.Later Compare two groups of objects by counting and communicating, "more," "same," "less," or "fewer."

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

Sub-Strand

Number Operations

Foundation Title

Principles of Addition and Subtraction

3-4.5 years

MATH.2.1.Early Demonstrate understanding that adding or taking away one or more objects from a group will increase or decrease the number of objects in the 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

4-5.5 years

MATH.2.1.Later Demonstrate understanding that adding one or taking away one object changes the number in a small group of objects by exactly one.

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
Sub-Strand	Number Operations
Foundation Title	Number Composition and Decomposition

3-4.5 years

MATH.2.2.Early Demonstrate understanding that a set of objects is made up of smaller parts and that the whole set is bigger than its 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

4-5.5 years

MATH.2.2.Later Decompose a set of objects into two small sets in more than one way (for example, decompose 5 into sets of 3 and 2, or 1 and 4). Combine two small sets to create a larger set (for example, 3 and 2 to make a set of 5).

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
Sub-Strand	Number Operations
Foundation Title	Solving Addition and Subtraction Problems

3-4.5 years

MATH.2.3.Early Solve addition and subtraction problems with a very small number of objects in the context of everyday situations.

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

4-5.5 years

MATH.2.3.Later Solve addition and subtraction problems with a larger number of objects (sums up to 10) in the context of everyday situations.

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
Sub-Strand	Number Operations

3-4.5 years

MATH.2.4.Early Share a small number of objects (for example, four or six objects) equally between two recipients.

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-8 Solves simple equal share problems; makes sets of 11-20 objects and then describes the parts

4-5.5 years

MATH.2.4.Later Share a slightly larger number of objects equally between two or more recipients (for example, nine objects among three recipients).

GOLD® Objectives for Development and Learning

Objective 20b Quantifies

Objective 20b-8 Solves simple equal share problems; makes sets of 11-20 objects and then describes the parts

Strand

Operations and Algebraic Thinking

Sub-Strand

Classifying and Patterning

Foundation Title

Sorting and Classifying

3-4.5 years

MATH.2.5.Early Notice similarities and differences in the attributes of objects. Sort and classify objects by one attribute into two or more groups.

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)

4-5.5 years

MATH.2.5.Later Sort and classify objects by one or more attributes into two or more groups with accuracy and flexibility. When sorting by two attributes, a child may first sort by one attribute and then by the second attribute.

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

Operations and Algebraic Thinking

Sub-Strand

Classifying and Patterning

Foundation Title

Recognizing, Duplicating, and Extending Patterns

3-4.5 years

MATH.2.6.Early Notice and explore patterns in their environment and, with adult support, duplicate simple repeating patterns (for example, ABAB).

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-4 Copies simple repeating patterns

4-5.5 years

MATH.2.6.Later Explore, extend, and duplicate a variety of repeating patterns (for example, AABBAABB, ABCABC) with adult support. Describe the repeating part of a pattern (pattern unit).

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
Sub-Strand	Classifying and Patterning
Foundation Title	Creating Patterns

3-4.5 years

MATH.2.7.Early Create, with adult support, a simple repeating pattern (for example, ABAB).

GOLD® Objectives for Development and Learning

Objective 23 Demonstrates knowledge of patterns

Objective 23-4 Copies simple repeating patterns

4-5.5 years

MATH.2.7.Later Create a variety of repeating patterns (for example, AABBAABB, ABCABC) or recreate existing patterns using different objects.

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
Sub-Strand	Comparing and Ordering Objects
Foundation Title	Comparing Measurable Attributes of Objects

3-4.5 years

MATH.3.1.Early Demonstrate awareness that objects can be compared by length, weight, or capacity by noticing differences in objects and communicating about their comparison.

GOLD® Objectives for Development and Learning

Objective 22a Measures objects

Objective 22a-2 Makes simple comparisons between two objects

4-5.5 years

MATH.3.1.Later Compare two objects by length, weight, or capacity (for example, putting objects side by side) and communicate about their comparison.

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

Strand	Measurement and Data
Sub-Strand	Comparing and Ordering Objects
Foundation Title	Ordering Objects

3-4.5 years

MATH.3.2.Early Order a few objects (for example, three) by length or other attributes (for example, height, capacity).

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

4-5.5 years

MATH.3.2.Later Order a slightly larger number of objects (for example, four or five) by length or other attributes (for example, height, capacity).

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

Strand

Measurement and Data

Sub-Strand

Comparing and Ordering Objects

Foundation Title

Measuring Length

4-5.5 years

MATH.3.3.Later Measure length using concrete objects laid end to end, sometimes needing adult support. Note: Children may not yet understand that units need to be of equal length.

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

Strand

Measurement and Data

Sub-Strand

Data

Foundation Title

Representing Data

3-4.5 years

MATH.3.4.Early Use objects, tally marks, or pictographs to represent data in two groups, with adult support.

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

4-5.5 years

MATH.3.4.Later Use objects, tally marks, or pictographs to represent data in two or more groups. Demonstrate understanding that each object, tally mark, or picture represents one data point.

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
Sub-Strand	Data
Foundation Title	Interpreting Data

3-4.5 years

MATH.3.5.Early Notice, with adult support, differences in the data of two groups and describe which one has more or less.

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

4-5.5 years

MATH.3.5.Later Describe and compare, with adult support, the number of data points in two or more groups. Determine which group has more or less.

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	Geometry and Spatial Thinking
Sub-Strand	Shapes
Foundation Title	Identifying Two-Dimensional Shapes

3-4.5 years

MATH.4.1.Early Identify familiar two-dimensional shapes such as circle, square, triangle, and rectangle. Note: May not identify a nontypical version of a shape (for example, a square turned so that the point is down-a diamond).

GOLD® Objectives for Development and Learning

Objective 21b Understands shapes

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

4-5.5 years

MATH.4.1.Later Identify, describe, and construct different shapes including variations of circle, square, triangle, rectangle, and other shapes. Use informal language to describe defining properties of a shape (for example, sides, corners, round).

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 and Spatial Thinking
Sub-Strand	Shapes

3-4.5 years

MATH.4.2.Early Occasionally identify a few familiar three-dimensional shapes using informal names (for example, saying "ball" when referring to a sphere).

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

4-5.5 years

MATH.4.2.Later Identify a few familiar three-dimensional shapes such as sphere, cube, and cylinder. Note: Sometimes still use informal names (for example, ball, square box, tube).

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 and Spatial Thinking

Sub-Strand

Shapes

Foundation Title

Comparing Two-Dimensional Shapes

3-4.5 years

MATH.4.3.Early Compare two-dimensional shapes of different sizes and orientations to determine whether they are the same shape.

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

4-5.5 years

MATH.4.3.Later Compare two-dimensional shapes of different sizes and orientations to determine whether they are the same shape. Identify similarities and differences in the properties (number of sides or vertices) of two different shapes.

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 and Spatial Thinking

Sub-Strand

Shapes

Foundation Title

Composing Shapes

3-4.5 years

MATH.4.4.Early Use two- or three-dimensional shapes to represent different elements of a picture or design (for example, adding a circle in a corner to represent the sun).

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

Objective 21b Understands shapes

Objective 21b-8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

4-5.5 years

MATH.4.4.Later Combine different two- or three-dimensional shapes to create a picture or design (for example, make a house with two blocks shaped like rectangular prisms and one shaped like a triangular prism).

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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

Objective 21b Understands shapes

Objective 21b-8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

Strand

Geometry and Spatial Thinking

Sub-Strand

Spatial Thinking



Foundation Title

Positions and Directions in Space

3-4.5 years

MATH.4.5.Early Identify some positions of objects and people in space such as in/on, under/over, up/down, and inside/outside.

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

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

4-5.5 years

MATH.4.5.Later Identify positions of objects and people in space including in/on, under/over, up/down, inside/outside, near/far, next to, beside/ between, and in front of/behind.

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

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

Strand

Geometry and Spatial Thinking

Sub-Strand

Spatial Thinking

Foundation Title

Mental Rotation

3-4.5 years

MATH.4.6.Early Rely on trial and error to determine how objects move in space and fit in different locations (for example, try to fit an object into a hole by rotating, flipping, or sliding the piece in different orientations until it fits).

GOLD® Objectives for Development and Learning**Objective 21b Understands shapes**

Objective 21b-8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

4-5.5 years

MATH.4.6.Later Rotate, flip, or slide objects to solve a problem without relying as much on physical trial and error (for example, rotate an object before fitting it into a hole).

GOLD® Objectives for Development and Learning**Objective 21b Understands shapes**

Objective 21b-8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes



Domain	Science (SCI)
Strand	Science and Engineering Practices
Sub-Strand	Observation and Investigation
Foundation Title	Making Observations

3-4.5 years

SCI.1.1.Early Observe and actively explore objects and events using their senses and describe their observations.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

4-5.5 years

SCI.1.1.Later Observe and actively explore objects and events using their senses and describe their observations in greater detail.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Strand	Science and Engineering Practices
Sub-Strand	Observation and Investigation
Foundation Title	Comparing and Contrasting

3-4.5 years

SCI.1.2.Early Compare and contrast objects and events and describe similarities and differences based on observable properties.

GOLD® Objectives for Development and Learning

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

4-5.5 years

SCI.1.2.Later Compare and contrast objects and events based on physical properties and functions and describe similarities and differences in greater detail.

GOLD® Objectives for Development and Learning

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

Strand	Science and Engineering Practices
Sub-Strand	Observation and Investigation
Foundation Title	Asking Questions

3-4.5 years

SCI.1.3.Early Demonstrate curiosity and raise simple questions about objects and events in their environment.

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

4-5.5 years

SCI.1.3.Later Demonstrate curiosity and an increased ability to formulate specific and detailed questions about objects and events in their environment.

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

Strand

Science and Engineering Practices

Sub-Strand

Observation and Investigation

Foundation Title

Defining Problems

3-4.5 years

SCI.1.4.Early Identify problems during play and everyday interactions and try simple solutions on their own or in collaboration with peers and adults.

GOLD® Objectives for Development and Learning**Objective 3b Solves social problems**

Objective 3b-6 Suggests solutions to social problems

Objective 11c Solves problems

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

4-5.5 years

SCI.1.4.Later Identify problems during play and everyday interactions and try multistep solutions on their own or in collaboration with peers and adults.

GOLD® Objectives for Development and Learning**Objective 3b Solves social problems**

Objective 3b-6 Suggests solutions to social problems

Objective 11c Solves problems

Objective 11c-8 Thinks problems through, considering several possibilities and analyzing results

Strand

Science and Engineering Practices

Sub-Strand

Observation and Investigation

Foundation Title

Making Predictions

3-4.5 years

SCI.1.5.Early Make simple predictions, give simple reasons for their predictions, and, with adult support, check the predictions through concrete experiences.

GOLD® Objectives for Development and Learning**Objective 24 Uses scientific inquiry skills****4-5.5 years**

SCI.1.5.Later Make more detailed predictions drawing on prior experiences and observations, create plans with adult support to check predictions, and demonstrate an emerging ability to discuss why predictions were correct or incorrect.

GOLD® Objectives for Development and Learning**Objective 24 Uses scientific inquiry skills**

Strand	Science and Engineering Practices
Sub-Strand	Observation and Investigation
Foundation Title	Planning and Carrying Out Investigations

3-4.5 years

SCI.1.6.Early Carry out simple experiments or investigations, on their own or in collaboration with peers and adults, to test their ideas about their observations.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

4-5.5 years

SCI.1.6.Later Carry out more complex experiments or investigations, on their own or in collaboration with peers and adults, with greater persistence. Use observations and results of prior explorations to generate new questions and test their hypotheses.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills



Strand

Science and Engineering Practices

Sub-Strand

Observation and Investigation

Foundation Title

Using Tools

3-4.5 years

SCI.1.7.Early Identify and use some observation and measurement tools, with adult support.

GOLD® Objectives for Development and Learning**Objective 24** Uses scientific inquiry skills**Objective 28** Uses tools and other technology to perform tasks**4-5.5 years**

SCI.1.7.Later Identify and more spontaneously use a greater variety of observation and measurement tools, with some adult support.

GOLD® Objectives for Development and Learning**Objective 24** Uses scientific inquiry skills**Objective 28** Uses tools and other technology to perform tasks**Strand**

Science and Engineering Practices

Sub-Strand

Documentation, Analysis, and Communication

Foundation Title

Documenting Observations and Using Models

3-4.5 years

SCI.1.8.Early Record observations or findings with adult support and use simple representations, including drawings, models, movement, role-play, and other methods, to convey their observations and understanding of science concepts.

GOLD® Objectives for Development and Learning**Objective 24** Uses scientific inquiry skills**Objective 14a** Thinks symbolically

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

4-5.5 years

SCI.1.8.Later Record observations or findings in greater detail with some adult support and use more elaborate representations, including drawings, models, charts, diagrams, movement, roleplay, and other methods, to convey their observations and understanding of science concepts.

GOLD® Objectives for Development and Learning**Objective 24** Uses scientific inquiry skills**Objective 14a** Thinks symbolically

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



Strand

Science and Engineering Practices

Sub-Strand

Documentation, Analysis, and Communication

Foundation Title

Mathematical thinking and Analyzing Data

3-4.5 years

4-5.5 years

SCI.1.9.Early Use mathematical thinking to analyze and quantify their observations and answer questions that arise in everyday activities, with adult support.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

SCI.1.9.Later Use mathematical thinking with greater precision to analyze and quantify their observations and answer questions that arise in everyday activities, with some adult support.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Strand

Science and Engineering Practices

Sub-Strand

Documentation, Analysis, and Communication

Foundation Title

Formulating and Communicating Explanations and Solutions

3-4.5 years

4-5.5 years

SCI.1.10.Early Formulate and communicate simple explanations and solutions during play and collaborative investigations.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

SCI.1.10.Later Formulate and communicate more detailed and precise explanations and solutions during play and collaborative investigations.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills



Strand	Physical Science
Sub-Strand	Properties and Characteristics of Nonliving Objects and Materials
Foundation Title	Characteristics of Objects and Materials

3-4.5 years

4-5.5 years

SCI.2.1.Early Investigate and describe the characteristics and physical properties of objects and solid or nonsolid materials (for example, size, weight, shape, color, texture, smell, and sound).

GOLD® Objectives for Development and Learning
Objective 26 Demonstrates knowledge of the physical properties of objects and materials

SCI.2.1.Later Investigate and describe in greater detail the characteristics and physical properties of objects and solid, liquid, or gas materials (for example, size, weight, shape, color, texture, smell, and sound).

GOLD® Objectives for Development and Learning
Objective 26 Demonstrates knowledge of the physical properties of objects and materials



Strand

Physical Science

Sub-Strand

Properties and Characteristics of Nonliving Objects and Materials

Foundation Title

Light and Sound Waves

3-4.5 years

SCI.2.2.Early Notice and explore sound, light, and shadows using their senses and by manipulating objects and materials during play and collaborative investigations.

GOLD® Objectives for Development and Learning

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

4-5.5 years

SCI.2.2.Later Explore and describe changes in the properties of sound, light, and shadows by manipulating different objects and materials during play and collaborative investigations.

GOLD® Objectives for Development and Learning

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

Strand

Physical Science

Sub-Strand

Changes in Nonliving Objects and Materials

Foundation Title

Exploring Changes in Objects and Materials

3-4.5 years

SCI.2.3.Early Explore and describe changes in objects and materials using their senses (for example, change in color, shape, texture, temperature) during play and collaborative investigations.

GOLD® Objectives for Development and Learning

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

4-5.5 years

SCI.2.3.Later Explore, describe in greater detail, and explain changes in objects and materials using their senses (for example, change in color, shape, texture, form, temperature) during play and collaborative investigations.

GOLD® Objectives for Development and Learning

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



Strand	Physical Science
Sub-Strand	Changes in Nonliving Objects and Materials
Foundation Title	Force and Motion

3-4.5 years

SCI.2.4.Early Observe and describe the way objects' speed and direction change and explore the effect of their own actions (for example, pushing, pulling, rolling, dropping) on making objects move or stop during play and collaborative investigations.

GOLD® Objectives for Development and Learning

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

4-5.5 years

SCI.2.4.Later Make and test predictions about how objects change direction, speed, or the distance they go and, based on their observations, explain why objects start, stop, or change direction or speed during play and collaborative investigations.

GOLD® Objectives for Development and Learning

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

Strand	Physical Science
Sub-Strand	Changes in Nonliving Objects and Materials
Foundation Title	Energy

3-4.5 years

SCI.2.5.Early Demonstrate awareness, with adult support, that things (living and nonliving) need sources of energy to function.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

4-5.5 years

SCI.2.5.Later Demonstrate awareness, with adult support, of the different sources of energy that things (living and nonliving) need and describe the changes they observe as a result of these sources of energy.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Strand	Life Science
Sub-Strand	Properties and Characteristics of Living Things
Foundation Title	Characteristics of Living Things

3-4.5 years

SCI.3.1.Early Identify and describe characteristics of a variety of animals and plants, including appearance (inside and outside) and behavior, and demonstrate an emerging ability to categorize them.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

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)

4-5.5 years

SCI.3.1.Later Identify and describe characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

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)



Strand

Life Science

Sub-Strand

Properties and Characteristics of Living Things

Foundation Title

Bodily Processes

3-4.5 years

SCI.3.2.Early Indicate emerging knowledge of bodily processes (for example, eating, sleeping, breathing, walking) in humans and other animals.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

4-5.5 years

SCI.3.2.Later Indicate greater knowledge of bodily processes (for example, eating, sleeping, breathing, walking) in humans and other animals through more detailed observations and descriptions.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Strand

Life Science

Sub-Strand

Properties and Characteristics of Living Things

Foundation Title

Living and Nonliving Things

3-4.5 years

SCI.3.3.Early Expect animate objects (people and animals) to self-initiate movement and to have different insides and biological processes that make them behave differently from inanimate objects.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

4-5.5 years

SCI.3.3.Later Indicate knowledge of the difference between living and nonliving things and recognize that only living things (people, animals, plants) undergo biological changes such as growth, illness, healing, and dying.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Strand

Life Science

Sub-Strand

Properties and Characteristics of Living Things

Foundation Title

Heredity and Traits

3-4.5 years

SCI.3.4.Early Name and describe similarities and differences they observe between grown animals, including humans, and their young ones.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

4-5.5 years

SCI.3.4.Later Express their expectation that young animals and plants will reflect similar characteristics to grown animals and plants of the same kind.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Strand

Life Science

Sub-Strand

Properties and Characteristics of Living Things



Foundation Title

Habitats

3-4.5 years

SCI.3.5.Early Identify the habitats of people and familiar animals and plants and communicate their understanding that living things have different habitats.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

4-5.5 years

SCI.3.5.Later Recognize that living things have different habitats suited to their unique needs.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Strand

Life Science

Sub-Strand

Changes in Living Things

Foundation Title

Growth, Changes, and the Life Cycle of Living Things

3-4.5 years

SCI.3.6.Early Observe and explore growth and changes in humans, animals, and plants and communicate an understanding that living things change over time in size and other capacities as they grow and age.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

4-5.5 years

SCI.3.6.Later Observe and explore growth in humans, animals, and plants and communicate an increased understanding that living things change as they grow and age. Describe transformations related to an individual's life cycle (for example, birth, growth, reproduction, death).

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things



Strand

Life Science

Sub-Strand

Changes in Living Things

Foundation Title

Needs of Living Things

3-4.5 years

SCI.3.7.Early Recognize that animals and plants require care and show an emerging understanding that feeding and watering support the growth and survival of humans, animals, and plants.

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

4-5.5 years

SCI.3.7.Later Describe the needs of humans, animals, and plants for growth and survival (for example, food, water, sleep, sunshine, shelter).

GOLD® Objectives for Development and Learning

Objective 25 Demonstrates knowledge of the characteristics of living things

Strand

Earth and Space Science

Sub-Strand

Properties and Characteristics of Earth Materials and Objects

Foundation Title

Characteristics of Earth Materials

3-4.5 years

SCI.4.1.Early Investigate and describe the characteristics (for example, size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

4-5.5 years

SCI.4.1.Later Investigate and describe the characteristics of earth materials and compare and contrast materials based on their different features (for example, size, weight, shape, color, texture).

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment



Strand	Earth and Space Science
Sub-Strand	Changes in Earth and Space
Foundation Title	Natural Objects in the Sky

3-4.5 years

SCI.4.2.Early Observe and describe natural objects in the sky (sun, moon, stars, and clouds).

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

4-5.5 years

SCI.4.2.Later Observe and describe natural objects in the sky and describe patterns of movement and apparent changes in the sun, moon, stars, and clouds.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment



Strand

Earth and Space Science

Sub-Strand

Changes in Earth and Space

Foundation Title

Weather

3-4.5 years

SCI.4.3.Early Notice and describe changes in weather. Notice the effects of weather and seasonal changes on their own lives and on plants and animals.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

4-5.5 years

SCI.4.3.Later Observe and describe changes in weather and provide examples of the effects of changes in weather and seasons on their own lives and on plants and animals.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

Strand

Earth and Space Science

Sub-Strand

Changes in Earth and Space

Foundation Title

Earth and Human Activity

3-4.5 years

SCI.4.4.Early Notice, with adult prompting and support, how humans' actions and use of resources impact the environment and their community, participate in activities related to caring for the environment.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

4-5.5 years

SCI.4.4.Later Investigate, with adult support, how humans' actions and use of resources impact the environment and their community, discuss in simple terms how to care for the environment, and participate in activities related to its care.

GOLD® Objectives for Development and Learning

Objective 27 Demonstrates knowledge of Earth's environment

Strand

Engineering, Technology, and Application of Science

Sub-Strand

Engineering Design

Foundation Title

Engineering Design Process

3-4.5 years

SCI.5.1.Early Engage collaboratively with peers and adults in engineering design by identifying problems in play and everyday activities, planning and creating simple solutions to the problems they identify, and, with adult support, testing and refining their solutions.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Objective 11c Solves problems

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

4-5.5 years

SCI.5.1.Later Engage collaboratively with peers and adults in engineering design by identifying problems in play and everyday activities, planning and creating more detailed solutions to the problems they identify, and testing and refining their solutions with less adult support and over longer periods of time.

GOLD® Objectives for Development and Learning

Objective 24 Uses scientific inquiry skills

Objective 11c Solves problems

Objective 11c-8 Thinks problems through, considering several possibilities and analyzing results



Strand

Engineering, Technology, and Application of Science

Sub-Strand

Engineering Design and Society

Foundation Title

Design Solutions and Society

3-4.5 years

SCI.5.2.Early Notice and explore, with adult support, how tools and design solutions help address their own and other people's needs and goals in everyday life.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

4-5.5 years

SCI.5.2.Later Explore in more detail how tools and design solutions help address their own and other people's needs and, with adult support, develop different solutions to address the needs of their families and communities.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks



Strand	Engineering, Technology, and Application of Science
Sub-Strand	Engineering Design and Society
Foundation Title	Using Digital Devices

3-4.5 years

SCI.5.3.Early Demonstrate emerging understanding that different digital tools and devices serve different functions (for example, taking videos or photos) and use digital tools, with adult support, to meet their needs and goals in everyday situations.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks

4-5.5 years

SCI.5.3.Later Recognize a greater diversity of digital tools and devices and their function (for example, look up information, learn or practice a new skill) and use them with less adult support to meet their needs and goals in everyday situations.

GOLD® Objectives for Development and Learning

Objective 28 Uses tools and other technology to perform tasks



Domain

Physical Development (PD)

Strand

Fundamental Movement Skills

Sub-Strand

Balance

Foundation Title

Balancing While Still

3-4.5 years

PD.1.1.Early Maintain balance while holding still; sometimes may need assistance.

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

4-5.5 years

PD.1.1.Later Show increased balance and control when holding still.

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-8 Sustains balance during complex movement experiences

Strand

Fundamental Movement Skills

Sub-Strand

Balance

Foundation Title

Balancing in Motion

3-4.5 years

PD.1.2.Early Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

4-5.5 years

PD.1.2.Later Show increased balance control while moving in different directions and when transitioning from one movement or position to another.

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-8 Sustains balance during complex movement experiences

Strand

Fundamental Movement Skills

Sub-Strand

Locomotor Skills

Foundation Title

Walking with Balance

3-4.5 years

PD.1.3.Early Walk with balance, not always stable. Sometimes swing their arms opposite their legs while walking (for example, step with the right foot, swing their left arm forward).

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-6 Sustains balance during simple movement experiences

4-5.5 years

PD.1.3.Later Walk with balance and swing their arms opposite their legs (for example, step with the right foot, swing their left arm forward). Exhibit narrower space between feet while walking.

GOLD® Objectives for Development and Learning

Objective 5 Demonstrates balancing skills

Objective 5-8 Sustains balance during complex movement experiences

Strand

Fundamental Movement Skills



Sub-Strand

Locomotor Skills

Foundation Title

Running

3-4.5 years

4-5.5 years

PD.1.4.Early Run with a short stride length and feet off the ground for a short period of time. May have difficulty stopping on time. Show inconsistent swinging of the opposite arm and leg together while running.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

PD.1.4.Later Run with a longer stride length and each foot off the ground for a longer period of time. Show more control when stopping running. Swing their arm while stepping with the opposite leg more consistently.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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



Strand	Fundamental Movement Skills
Sub-Strand	Locomotor Skills
Foundation Title	Jumping

3-4.5 years

PD.1.5.Early Jump on two feet for height and distance, including jumping up from the ground or down off a raised surface.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

4-5.5 years

PD.1.5.Later Jump on two feet for height and distance with increased competence, including jumping up from the ground or down off a raised surface. Swing arms to propel themselves while jumping.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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



Strand

Fundamental Movement Skills

Sub-Strand

Locomotor Skills

Foundation Title

Varied Locomotor Skills

3-4.5 years

PD.1.6.Early Demonstrate a variety of new locomotor skills in a basic way that build on (and go beyond) walking and running, such as hopping, galloping, skipping, side-sliding, and leaping.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

4-5.5 years

PD.1.6.Later Demonstrate increased ability in performing locomotor skills that build on (and go beyond) walking and running, including engagement in hopping, galloping, skipping, side-sliding, and leaping.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

Strand

Fundamental Movement Skills

Sub-Strand

Manipulative Skills

Foundation Title

Gross Motor Manipulative Skills

3-4.5 years

PD.1.7.Early Show gross motor manipulative skills that involve using arms, hands, and feet to interact with objects.

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-6 Manipulates balls or similar objects with flexible body movements

4-5.5 years

PD.1.7.Later Show increased ability to perform gross motor manipulative skills that involve using arms, hands, and feet with increased coordination to interact with objects.

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

Strand

Fundamental Movement Skills

Sub-Strand

Manipulative Skills

Foundation Title

Fine Motor Manipulative Skills

3-4.5 years

PD.1.8.Early Show some fine motor manipulation skills that involve using hands and fingers to interact with objects used in daily life.

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

4-5.5 years

PD.1.8.Later Demonstrate increased fine motor manipulation skills using hands and fingers with increasing competence and precision to interact with objects needed for daily life.

GOLD® Objectives for Development and Learning

Objective 7a Uses fingers and hands

Objective 7a-6 Uses refined wrist and finger movements

Strand

Fundamental Movement Skills



Sub-Strand

Manipulative Skills

Foundation Title

Hand Preference

3-4.5 years

4-5.5 years

PD.1.9.Early Tend to show a preference for using one hand more than the other within a task and sometimes across multiple tasks.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

PD.1.9.Later Demonstrate a consistent preference for using one hand more often than the other within and across different tasks.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self



Strand	Perceptual-Motor Skills and Movement Concepts
Sub-Strand	Body Awareness
Foundation Title	Knowledge of Body Parts

3-4.5 years

4-5.5 years

PD.2.1.Early Demonstrate knowledge of the names of basic body parts.
GOLD® Objectives for Development and Learning
Objective 29 Demonstrates knowledge about self
Objective 9a Uses an expanding expressive vocabulary
 Objective 9a-4 Names familiar people, animals, and objects

PD.2.1.Later Demonstrate knowledge of more and a greater variety of body parts.
GOLD® Objectives for Development and Learning
Objective 29 Demonstrates knowledge about self
Objective 9a Uses an expanding expressive vocabulary
 Objective 9a-4 Names familiar people, animals, and objects

Strand

Perceptual-Motor Skills and Movement Concepts

Sub-Strand

Spatial Awareness

Foundation Title

Spatial Awareness

3-4.5 years

4-5.5 years

PD.2.2.Early Use their own body as a reference point when locating or relating to other people or objects in their immediate environment.

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

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

PD.2.2.Later Use their own body, general space, and other people's space when locating or relating to other people or objects in their immediate environment.

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

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

Strand

Perceptual-Motor Skills and Movement Concepts

Sub-Strand

Spatial Awareness

Foundation Title

Directional Awareness

3-4.5 years

4-5.5 years

PD.2.3.Early Distinguish the direction of movements that are up and down and to the side of the body.

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

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

PD.2.3.Later Understand and distinguish between the sides of the body (without necessarily understanding right and left).

GOLD® Objectives for Development and Learning

Objective 21a Understands spatial relationships

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



Strand	Perceptual-Motor Skills and Movement Concepts
Sub-Strand	Spatial Awareness
Foundation Title	Directional Movement

3-4.5 years

PD.2.4.Early Move forward and backward or up and down easily.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

4-5.5 years

PD.2.4.Later Change directions, moving forward and backward, side to side, or up and down, quickly and with more accuracy.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

Strand	Perceptual-Motor Skills and Movement Concepts
Sub-Strand	Spatial Awareness
Foundation Title	Object Locations

3-4.5 years

PD.2.5.Early Demonstrate an ability to place an object on top of or under something with some accuracy.

GOLD® Objectives for Development and Learning

Objective 6 Demonstrates gross motor manipulative skills

Objective 6-6 Manipulates balls or similar objects with flexible body movements

4-5.5 years

PD.2.5.Later Demonstrate an ability to place an object or their own body in front of, to the side of, or behind something else with accuracy.

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

Strand	Cardiovascular Exercise
Sub-Strand	Cardiovascular Endurance
Foundation Title	Active Physical Play

3-4.5 years

PD.3.1.Early Initiate or engage in simple physical activities for a short to moderate period of time.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

4-5.5 years

PD.3.1.Later Initiate more complex physical activities for a sustained period of time.

GOLD® Objectives for Development and Learning

Objective 4 Demonstrates traveling skills

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

Strand	Cardiovascular Exercise
Sub-Strand	Cardiovascular Endurance

Foundation Title

Cardiovascular Endurance

3-4.5 years**4-5.5 years**

PD.3.2.Early Engage in frequent bursts of active play that involves increased activity of the heart, lungs, and vascular system.

PD.3.2.Later Engage in sustained active play of increasing intensity that involves the heart, lungs, and vascular system.

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

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

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

Strand

Cardiovascular Exercise

Sub-Strand

Muscular Strength, Muscular Endurance, and Flexibility

Foundation Title

Strength, Endurance, and Flexibility

3-4.5 years**4-5.5 years**

PD.3.3.Early Engage in active play activities that enhance muscular strength throughout the body, muscular endurance, and flexibility.

PD.3.3.Later Engage in increased active play activities that enhance muscular strength throughout the body, muscular endurance, and flexibility

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

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

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



Domain	Health (HLTH)
Strand	Understanding Health and Wellness
Sub-Strand	Body and Health Awareness
Foundation Title	Identifying and Naming Body Parts

3-4.5 years

HLTH.1.1.Early Identify and correctly name a few external body parts (for example, elbow, head, private body parts) and a few internal body parts (for example, bones, brain, heart) and demonstrate limited knowledge of their functions.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Objective 9a Uses an expanding expressive vocabulary

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

4-5.5 years

HLTH.1.1.Later Identify and correctly name several external body parts (for example, elbow, head, private body parts) and internal body parts (for example, bones, brain, heart) and demonstrate more detailed knowledge of their functions.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Objective 9a Uses an expanding expressive vocabulary

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

Strand	Understanding Health and Wellness
Sub-Strand	Body and Health Awareness
Foundation Title	Communicating About Health Needs

3-4.5 years

HLTH.1.2.Early Communicate to an adult, with varying specificity and accuracy, about feeling uncomfortable, not feeling well, or a special health need.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

4-5.5 years

HLTH.1.2.Later Consistently communicate to an adult about feeling uncomfortable, not feeling well, or a special health need and can identify a solution.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

Strand	Understanding Health and Wellness
Sub-Strand	Body and Health Awareness
Foundation Title	Understanding the Role of Health Care Providers

3-4.5 years

HLTH.1.3.Early Communicate their basic understanding that health care providers keep people well and help them when they are not well.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

4-5.5 years

HLTH.1.3.Later Communicate more specific knowledge on how health care providers keep people well and help them when they are not well.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Strand

Understanding Health and Wellness

Sub-Strand

Body and Safety Boundaries

Foundation Title

Recognizing and Communicating About Body Boundaries

3-4.5 years

HLTH.1.4.Early Recognize and communicate, with adult support, about body boundaries, including wanted touches (for example, hug from a peer, high five with a teacher) and unwanted touches (for example, hitting, pushing, inappropriate touches). Tend to follow trusted adults' guidance about body boundaries.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

4-5.5 years

HLTH.1.4.Later Demonstrate an ability to recognize and communicate about body boundaries, including wanted touches (for example, hug from a peer, high five with a teacher) and unwanted touches (for example, hitting, pushing, inappropriate touches). More consistently and independently follow and use trusted adults' guidance about body boundaries.

GOLD® Objectives for Development and Learning

Objective 29 Demonstrates knowledge about self

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

Strand

Understanding Health and Wellness

Sub-Strand

Nutrition

Foundation Title

Identifying Foods

3-4.5 years

HLTH.1.5.Early Identify a few specific foods.

GOLD® Objectives for Development and Learning

Objective 9a Uses an expanding expressive vocabulary

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

4-5.5 years

HLTH.1.5.Later Identify a larger variety of foods and know some of the related food groups.

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	Understanding Health and Wellness
Sub-Strand	Nutrition
Foundation Title	Communicating Fullness and Hunger

3-4.5 years

4-5.5 years

HLTH.1.6.Early Demonstrate an emerging ability to communicate their own fullness and hunger to an adult. Anticipate mealtime routines but show a limited capacity to wait for the next meal.

GOLD® Objectives for Development and Learning
Objective 1c Takes care of own needs appropriately
 Objective 1c-4 Seeks to do things for self

HLTH.1.6.Later Communicate more consistently their fullness and hunger to an adult. Anticipate mealtime routines and wait a little longer for a meal.

GOLD® Objectives for Development and Learning
Objective 1c Takes care of own needs appropriately
 Objective 1c-6 Demonstrates confidence in meeting own needs

Strand

Understanding Health and Wellness

Sub-Strand

Nutrition

Foundation Title

Understanding a Variety of Foods

3-4.5 years

HLTH.1.7.Early Demonstrate an emerging understanding that eating a variety of food helps them grow and feel good. Choose familiar foods, including familial and cultural foods, although occasionally are open to trying new foods.

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

Objective 1c-4 Seeks to do things for self

4-5.5 years

HLTH.1.7.Later Demonstrate an understanding that eating a variety of food helps the body grow and feel good. Choose from a greater variety of foods at mealtimes, including familial and cultural foods.

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

Objective 1c-6 Demonstrates confidence in meeting own needs

Strand

Understanding Health and Wellness

Sub-Strand

Physical Activity

Foundation Title

Recognizing the Body's Response to Physical Activity

3-4.5 years

HLTH.1.8.Early Recognize, with adult support, the body's response to physical activity (for example, heart beating fast, sweating, needing water) and indicate the need to be physically active outdoors or indoors.

GOLD® Objectives for Development and Learning**Objective 29 Demonstrates knowledge about self****4-5.5 years**

HLTH.1.8.Later Recognize, with less or limited adult support, the body's response to physical activity (for example, heart beating fast, sweating, needing water) and demonstrate an emerging understanding that being active is healthy. More consistently and with less adult support indicate the need to be physically active outdoors or indoors.

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

Understanding Health and Wellness

Sub-Strand

Sleep

Foundation Title

Recognizing and Indicating When Tired

3-4.5 years

HLTH.1.9.Early Recognize, with adult support, when they are tired and express tiredness with a range of behaviors. Demonstrate limited ability to follow sleep routines consistently.

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

Objective 1c-4 Seeks to do things for self

4-5.5 years

HLTH.1.9.Later Indicate when they are tired with a range of behaviors and demonstrate an emerging ability to understand that sleep and rest are part of keeping their bodies healthy. Follow sleep and rest routines more consistently.

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 and Safety Habits

Sub-Strand

Basic Hygiene

Foundation Title

Handwashing

3-4.5 years

4-5.5 years

HLTH.2.1.Early Demonstrate knowledge of some steps in the handwashing routine.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

Objective 8b Follows directions

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

HLTH.2.1.Later Demonstrate knowledge of most or all steps in the handwashing routine.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

Objective 8b Follows directions

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



Strand	Health and Safety Habits
Sub-Strand	Basic Hygiene
Foundation Title	Preventing Infectious Diseases

3-4.5 years

4-5.5 years

HLTH.2.2.Early Practice health habits that prevent infectious diseases and infestations (for example, lice) with adult instruction and modeling.

GOLD® Objectives for Development and Learning
Objective 1c Takes care of own needs appropriately
 Objective 1c-4 Seeks to do things for self

HLTH.2.2.Later Practice health habits that prevent infectious diseases and infestations (for example, lice) with limited adult instruction and modeling.

GOLD® Objectives for Development and Learning
Objective 1c Takes care of own needs appropriately
 Objective 1c-6 Demonstrates confidence in meeting own needs

Strand

Health and Safety Habits

Sub-Strand

Oral Health

Foundation Title

Toothbrushing

3-4.5 years

HLTH.2.3.Early Demonstrate knowledge and follow some steps of the toothbrushing routine with adult supervision and instruction.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

Objective 8b Follows directions

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

4-5.5 years

HLTH.2.3.Later Demonstrate knowledge and follow more steps of the toothbrushing routine and demonstrate knowledge of when toothbrushing should be done with limited adult supervision and instruction.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-6 Demonstrates confidence in meeting own needs

Objective 8b Follows directions

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

Strand

Health and Safety Habits

Sub-Strand

Sun Safety

Foundation Title

Practicing Sun Safety

3-4.5 years

HLTH.2.4.Early Practice some sun-safe actions (for example, wearing sunscreen, drinking water) with adult support and guidance.

GOLD® Objectives for Development and Learning

Objective 1c Takes care of own needs appropriately

Objective 1c-4 Seeks to do things for self

4-5.5 years

HLTH.2.4.Later Practice sun-safe actions (for example, wearing sunscreen, drinking water) with less adult support and guidance.

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 and Safety Habits

Sub-Strand

Injury Prevention

Foundation Title

Following Safety Rules

3-4.5 years

HLTH.2.5.Early Follow indoor and outdoor safety rules (that is, any rules that protect children from danger, risk, or injury) with adult support and prompting.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

4-5.5 years

HLTH.2.5.Later Follow indoor and outdoor safety rules (that is, any rules that protect children from danger, risk, or injury) with less adult support and guidance.

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

Health and Safety Habits

Sub-Strand

Injury Prevention

Foundation Title

Following Emergency Routines

3-4.5 years

4-5.5 years

HLTH.2.6.Early Demonstrate an ability to follow emergency routines (for example, fire drill, earthquake drill) after instruction and practice with adult support and guidance.

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

HLTH.2.6.Later Demonstrate increased independent ability to follow emergency routines (for example, fire drill, earthquake drill) after instruction and practice with some adult guidance.

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	Health and Safety Habits
Sub-Strand	Injury Prevention
Foundation Title	Following Transportation and Pedestrian Safety Rules

3-4.5 years

HLTH.2.7.Early Show an emerging ability to follow transportation and pedestrian safety rules with adult instruction and supervision (for example, look both ways before crossing the street, help buckle the harness straps in a car seat).

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

Objective 1b-4 Accepts redirection from adults

4-5.5 years

HLTH.2.7.Later Show increased ability to follow and understand transportation and pedestrian safety rules with adult support and supervision (for example, look both ways before crossing the street, help buckle the harness straps in a car seat).

GOLD® Objectives for Development and Learning

Objective 1b Follows limits and expectations

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

Domain

History-Social Science (HSS)

Strand

Social Inquiry Skills

Sub-Strand

Asking Questions and Using Evidence

Foundation Title

Making Observations and Asking Questions

3-4.5 years

HSS.1.1.Early Notice, make observations, and ask adults and peers questions about the social world (people, places, institutions).

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

4-5.5 years

HSS.1.1.Later Make more detailed observations and ask adults and peers more specific questions (why, how) about the social world (people, places, institutions).

GOLD® Objectives for Development and Learning

Objective 11d Shows curiosity and motivation

Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects



Strand	Social Inquiry Skills
Sub-Strand	Asking Questions and Using Evidence
Foundation Title	Gathering and Using Evidence

3-4.5 years

4-5.5 years

HSS.1.2.Early Gather information with adult support from resources (such as books and other media) related to questions of interest about the social world (people, places, institutions).

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

HSS.1.2.Later Gather information during extended inquiries, with adult support, from a greater variety of resources (such as informational books, magazines, media, and community members) to generate answers related to questions of interest about the social world (people, places, institutions).

GOLD® Objectives for Development and Learning
Objective 11d Shows curiosity and motivation
 Objective 11d-8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

Strand

Social Inquiry Skills

Sub-Strand

Communicating Ideas About the Social World

Foundation Title

Creating Representations

3-4.5 years

HSS.1.3.Early Create representations (for example, drawings, three-dimensional models, embodied action, or stories) to show developing understanding of the social world (people, places, institutions), with adult support.

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

Objective 14a-4 Draws or constructs, and then identifies what it is

4-5.5 years

HSS.1.3.Later Create more detailed representations (for example, drawings, three-dimensional models, embodied action, or stories) to deepen and share their understanding of the social world (people, places, institutions), with adult support.

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

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

Strand

Self and Social Systems

Sub-Strand

Self-Identity and Society

Foundation Title

Self-Identity

3-4.5 years

HSS.2.1.Early Show awareness of characteristics of self, including ethnic, racial, linguistic, religious, gender, and ability identities.

GOLD® Objectives for Development and Learning**Objective 29 Demonstrates knowledge about self****4-5.5 years**

HSS.2.1.Later Show greater awareness and understanding of characteristics of self, including ethnic, racial, linguistic, religious, gender, and ability identities.

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

Self and Social Systems

Sub-Strand

Self-Identity and Society

Foundation Title

Membership in Communities

3-4.5 years

HSS.2.2.Early Exhibit awareness of the communities (for example, family, peer group) with whom they interact frequently.

GOLD® Objectives for Development and Learning**Objective 30 Shows basic understanding of people and how they live****4-5.5 years**

HSS.2.2.Later Exhibit awareness of their membership in varied communities, including communities with whom they interact occasionally (for example, sports team, extended family, faith community).

GOLD® Objectives for Development and Learning**Objective 30 Shows basic understanding of people and how they live**

Strand

Self and Social Systems

Sub-Strand

Self-Identity and Society

Foundation Title

Awareness of Social Roles

3-4.5 years

HSS.2.3.Early Exhibit awareness of familiar everyday social roles (for example, parent, sibling, teacher, doctor).

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

4-5.5 years

HSS.2.3.Later Exhibit awareness of broader social roles beyond the everyday social roles they typically encounter.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Strand

Self and Social Systems

Sub-Strand

Culture, Difference, and Diversity

Foundation Title

Exploring Cultural Communities

3-4.5 years

HSS.2.4.Early Explore the cultural groups (for example, racial, ethnic, religious, linguistic, ability) in which they participate and display curiosity about other people's practices.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

4-5.5 years

HSS.2.4.Later Explore characteristics, practices, and traditions of cultural groups (for example, racial, ethnic, religious, linguistic, ability) beyond their own cultural communities, with adult support.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Strand

Self and Social Systems

Sub-Strand

Culture, Difference, and Diversity

Foundation Title

Exploring Similarities and Differences

3-4.5 years

HSS.2.5.Early Notice similarities and differences in people and families they know (for example, race, ethnicity, language, gender expression, family structures, ability).

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

4-5.5 years

HSS.2.5.Later Identify and name similarities and differences among people and families they know (for example, race, ethnicity, language, gender expression, family structures, ability), as well as people they are exposed to through learning materials, media, and daily interactions, with adult prompting.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

Strand

Skills for Democracy and Being a Community Member (Civics)

Sub-Strand

Fairness and Respect for Other People



3-4.5 years

HSS.3.1.Early Recognize members of their peer groups (for example, members of their classroom, team, or activity group) and include them in play and learning activities.

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

Objective 2c-6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

4-5.5 years

HSS.3.1.Later Identify members of their peer groups (for example, members of their classroom, team, or activity group), and include them in collaborative play and learning activities.

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

Objective 2c-8 Interacts cooperatively in groups of four or five children

Strand	Skills for Democracy and Being a Community Member (Civics)
Sub-Strand	Fairness and Respect for Other People
Foundation Title	Showing Care and Offering Help

3-4.5 years

HSS.3.2.Early Notice the needs of other people (for example, adults, peers) and the physical space; show care by offering help and contributing.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

Objective 2a Forms relationships with adults

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

4-5.5 years

HSS.3.2.Later Increasingly notice individual and group needs. Show care for others (for example, adults, peers) and for the physical space through actions like offering help, contributing, advocating, and leading.

GOLD® Objectives for Development and Learning

Objective 2c Interacts with peers

Objective 2c-8 Interacts cooperatively in groups of four or five children

Objective 2a Forms relationships with adults

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

Strand	Skills for Democracy and Being a Community Member (Civics)
Sub-Strand	Fairness and Respect for Other People
Foundation Title	Understanding Different Needs and Fairness

3-4.5 years

HSS.3.3.Early Notice and communicate that peers have different needs by offering different resources and taking varied actions. (Even so, they may become frustrated by differences in the distribution of materials or opportunities.)

GOLD® Objectives for Development and Learning

Objective 3a Balances needs and rights of self and others

Objective 3a-4 Takes turns

4-5.5 years

HSS.3.3.Later Demonstrate understanding that peers have different needs by working toward supporting rules and practices that allow for each other's needs to be met. (Even so, they may still become frustrated by differences in the distribution of materials or opportunities.)

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



Strand	Skills for Democracy and Being a Community Member (Civics)
Sub-Strand	Community Norms and Practices
Foundation Title	Contributing to the Group

3-4.5 years

4-5.5 years

HSS.3.4.Early Contribute to group efforts alongside adults and peers.
GOLD® Objectives for Development and Learning
Objective 3a Balances needs and rights of self and others
 Objective 3a-4 Takes turns

HSS.3.4.Later Contribute ideas, work toward group efforts, and show awareness of their individual contribution to collective group projects alongside adults and peers.
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

Strand

Skills for Democracy and Being a Community Member (Civics)

Sub-Strand

Community Norms and Practices

Foundation Title

Following Community Rules and Norms

3-4.5 years

HSS.3.5.Early Recognize community rules and norms and, with adult support, follow rules while learning to coordinate personal interests with those of others.

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

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

4-5.5 years

HSS.3.5.Later Recognize rules and norms and follow community rules with fewer adult reminders. Enforce community rules and norms with peers.

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

Skills for Democracy and Being a Community Member (Civics)

Sub-Strand

Collaborative Problem-Solving

Foundation Title

Group Decision-Making

3-4.5 years

HSS.3.6.Early Participate in group decision-making (for example, voting, group meetings, circle time) about everyday choices that affect the group, with adult support.

GOLD® Objectives for Development and Learning**Objective 3a Balances needs and rights of self and others**

Objective 3a-4 Takes turns

4-5.5 years

HSS.3.6.Later Participate in group decision-making (for example, voting, group meetings, circle time) with adult support. Express ideas of agreement and disagreement during decision-making practices.

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

Strand

Skills for Democracy and Being a Community Member (Civics)

Sub-Strand

Collaborative Problem-Solving

Foundation Title

Collective Problem-Solving

3-4.5 years

HSS.3.7.Early Participate in problem-solving with peers (for example, interpersonal conflict resolution). Use simple bargaining or seek out adult intervention as strategies.

GOLD® Objectives for Development and Learning**Objective 3b Solves social problems**

Objective 3b-6 Suggests solutions to social problems

4-5.5 years

HSS.3.7.Later Solve problems with peers through strategies like negotiation and compromise to solve problems. Intervene on behalf of one another during problem-solving.

GOLD® Objectives for Development and Learning**Objective 3b Solves social problems**

Objective 3b-8 Resolves social problems through basic negotiation and compromise



Strand

Skills for Democracy and Being a Community Member (Civics)

Sub-Strand

Collaborative Problem-Solving

Foundation Title

Developing Solutions and Taking Action

3-4.5 years

HSS.3.8.Early Offer simple ideas to address problems and issues affecting their group, school, or larger community, with adult support.

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-6 Suggests solutions to social problems

Objective 11c Solves problems

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

4-5.5 years

HSS.3.8.Later Develop solutions and take action, often engaging others, to address problems and issues in their group, school, or larger community, with adult support.

GOLD® Objectives for Development and Learning

Objective 3b Solves social problems

Objective 3b-8 Resolves social problems through basic negotiation and compromise

Objective 11c Solves problems

Objective 11c-8 Thinks problems through, considering several possibilities and analyzing results



Strand	Time, Continuity, and Change
Sub-Strand	Understanding of Time
Foundation Title	Using Time Order Words

3-4.5 years

HSS.4.1.Early Use sequential words or phrases, such as "before" and "after," to describe the time order of everyday personal events.

GOLD® Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places

4-5.5 years

HSS.4.1.Later Indicate time order with increasing accuracy and sophistication. Use words like "before," "after," "then," "next," "yesterday," and "tomorrow."

GOLD® Objectives for Development and Learning

Objective 31 Explores change related to familiar people or places



Strand

Time, Continuity, and Change

Sub-Strand

Personal History

Foundation Title

Describing Change Over Time

3-4.5 years

HSS.4.2.Early Identify change over time in themselves, with some adult support, when recalling events from early life (for example, "When I was a baby...").

GOLD® Objectives for Development and Learning**Objective 29** Demonstrates knowledge about self**Objective 31** Explores change related to familiar people or places**4-5.5 years**

HSS.4.2.Later Identify and describe change over time in themselves, family, and community and share more detailed stories about recent experiences.

GOLD® Objectives for Development and Learning**Objective 29** Demonstrates knowledge about self**Objective 31** Explores change related to familiar people or places**Strand**

Time, Continuity, and Change

Sub-Strand

Historical Changes in People and the World

Foundation Title

Recalling Past Events

3-4.5 years

HSS.4.3.Early Recall past experiences easily and enjoy hearing stories about the past but require adult help to distinguish when past events occurred in relation to each other and to connect them with current experience.

GOLD® Objectives for Development and Learning**Objective 9d** Tells about another time or place

Objective 9d-6 Tells stories about other times and places that have a logical order and that include major details

Objective 31 Explores change related to familiar people or places**4-5.5 years**

HSS.4.3.Later Show improved ability to relate past events to other past events and current experiences but occasionally rely on some adult support.

GOLD® Objectives for Development and Learning**Objective 9d** Tells about another time or place

Objective 9d-8 Tells elaborate stories that refer to other times and places

Objective 31 Explores change related to familiar people or places**Strand**

Sense of Place and Environment

Sub-Strand

Navigating Familiar Locations

Foundation Title

Identifying Characteristics of Locations

3-4.5 years

HSS.5.1.Early Identify the characteristics of familiar locations, such as home and school and describe objects and activities associated with each.

GOLD® Objectives for Development and Learning**Objective 32** Demonstrates simple geographic knowledge**4-5.5 years**

HSS.5.1.Later Identify characteristics of their community and region, including geographic features, weather, and common activities.

GOLD® Objectives for Development and Learning**Objective 32** Demonstrates simple geographic knowledge

Strand

Sense of Place and Environment

Sub-Strand

Navigating Familiar Locations

Foundation Title

Communicating Locations and Directions

3-4.5 years

HSS.5.2.Early Communicate location and directionality (for example, in/on, under/over, up/down, inside/ outside) when describing nearby places and locations.

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

4-5.5 years

HSS.5.2.Later Communicate a greater diversity of directions to others (for example, near/far, next to, beside/between, in front/behind), including specific places and locations that are farther away.

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	Sense of Place and Environment
Sub-Strand	Representations of Physical Space
Foundation Title	Understanding Physical Space Through Drawings, Building Materials, and Maps

3-4.5 years

4-5.5 years

HSS.5.3.Early Demonstrate an emerging understanding that drawings, globes, building materials, and maps can represent the physical world, but often interpret map symbols imprecisely

GOLD® Objectives for Development and Learning
Objective 32 Demonstrates simple geographic knowledge

HSS.5.3.Later Create their own drawings, maps, and models; use globes, maps, and map symbols and use maps for basic problem-solving (for example, locating objects) more skillfully, with adult support.

GOLD® Objectives for Development and Learning
Objective 32 Demonstrates simple geographic knowledge

Strand

Sense of Place and Environment

Sub-Strand

Caring for the Natural and Built World

Foundation Title

Caring for the World

3-4.5 years

HSS.5.4.Early Show an interest in the natural and built world, including animals, plants, and the built environment, especially as they experience it directly. With adult support, develop understanding of the interaction between humans and the environment, including taking care of the natural world (for example, not polluting a lake).

GOLD® Objectives for Development and Learning**Objective 27 Demonstrates knowledge of Earth's environment****4-5.5 years**

HSS.5.4.Later Show an interest in the natural and built world both within and outside direct experience. Understand the positive and negative impacts of human interaction with the natural world. With adult support, develop actions to take care of the natural world and humans impacted by natural disasters (for example, forest fires).

GOLD® Objectives for Development and Learning**Objective 27 Demonstrates knowledge of Earth's environment****Strand**

Economic Systems

Sub-Strand

Community Needs

Foundation Title

Meeting Community Needs

3-4.5 years

HSS.6.1.Early Recognize that community members have basic needs (for example, shelter, food) and that there are different ways to meet those needs.

GOLD® Objectives for Development and Learning**Objective 30 Shows basic understanding of people and how they live****4-5.5 years**

HSS.6.1.Later Recognize that community members have basic needs (for example, shelter, food) and demonstrates emerging ability to identify people and places within the community that help community members meet their needs.

GOLD® Objectives for Development and Learning**Objective 30 Shows basic understanding of people and how they live****Strand**

Economic Systems

Sub-Strand

Community Needs

Foundation Title

Awareness of People at Work

3-4.5 years

HSS.6.2.Early Understand that people do different types of work, both inside and outside the home.

GOLD® Objectives for Development and Learning**Objective 30 Shows basic understanding of people and how they live****4-5.5 years**

HSS.6.2.Later Explore with adult support a wider array of work that people do both inside and outside the home. Understand how different types of work help communities meet their needs.

GOLD® Objectives for Development and Learning**Objective 30 Shows basic understanding of people and how they live****Strand**

Economic Systems

Sub-Strand

Exchange

Foundation Title

Understanding Exchange

3-4.5 years

4-5.5 years

HSS.6.3.Early Recognize use of different forms of exchange, including trading and using money to buy and sell.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live

HSS.6.3.Later Understand more complex exchange concepts, like choosing one item over another (opportunity cost), limited access to or limited amounts of a resource (supply and demand), and the exchange of money to buy and sell goods and services.

GOLD® Objectives for Development and Learning

Objective 30 Shows basic understanding of people and how they live



Domain	Visual and Performing Arts (VPA)
Strand	Visual Arts
Sub-Strand	Notice, Respond to, or Engage in Visual Arts
Foundation Title	Attending to and Engaging in Visual Arts

3-4.5 years

VPA.1.1.Early Attend to and engage with different visual art styles and forms (such as paintings, sculptures, and collages), some of which are familiar or reflect home and community cultural experiences and some of which are new.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

4-5.5 years

VPA.1.1.Later Demonstrate increased attention to and engagement with a variety of visual art styles and forms (such as paintings, sculptures, and collages), some of which are familiar or reflect home and community cultural experiences and some of which are new.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Strand

Visual Arts

Sub-Strand

Notice, Respond to, or Engage in Visual Arts

Foundation Title

Communicating About Art Forms and Elements

3-4.5 years

VPA.1.2.Early Notice and communicate about some objects, forms, or representations that appear in art.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

4-5.5 years

VPA.1.2.Later Notice and communicate about specific elements that appear in art (such as color, line, texture, or perspective), and describe how objects, forms, or representations are positioned in the artwork.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Strand

Visual Arts

Sub-Strand

Develop Skills in Visual Arts

Foundation Title

Drawing or Painting Lines and Curves

3-4.5 years

VPA.1.3.Early Use straight and curved marks and lines, circles, and other shapes to create drawings or paintings that suggest people, animals, or other objects.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

Objective 14a-4 Draws or constructs, and then identifies what it is

4-5.5 years

VPA.1.3.Later Use straight and curved marks and lines, circles, and other shapes with increased precision and detail to create drawings or paintings of people, animals, or other objects that are mostly recognizable.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

Objective 14a-4 Draws or constructs, and then identifies what it is

Strand

Visual Arts

Sub-Strand

Develop Skills in Visual Arts

Foundation Title

Working with Dough or Clay

3-4.5 years

VPA.1.4.Early Make somewhat regular-shaped balls and coils out of play dough or clay using their hands or simple tools.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

Objective 14a-4 Draws or constructs, and then identifies what it is

4-5.5 years

VPA.1.4.Later Make representational forms that are mostly recognizable out of play dough or clay using their hands or simple tools.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

Objective 14a-4 Draws or constructs, and then identifies what it is

Strand

Visual Arts

Sub-Strand

Develop Skills in Visual Arts



Foundation Title

Using Visual Arts Materials

3-4.5 years

VPA.1.5.Early Use a range of materials to create two-dimensional art (such as drawings or paintings) and three-dimensional art (such as collages or sculptures).

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

Objective 14a-4 Draws or constructs, and then identifies what it is

4-5.5 years

VPA.1.5.Later Use a range of materials more intentionally to create two-dimensional art (such as drawings or paintings) and three-dimensional art (such as collages or sculptures) that is more detailed.

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

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

Strand

Visual Arts

Sub-Strand

Develop Skills in Visual Arts

Foundation Title

Communicating Visual Arts Terms

3-4.5 years

VPA.1.6.Early Recognize and name some materials and tools used for visual arts.

GOLD® Objectives for Development and Learning**Objective 33 Explores the visual arts****4-5.5 years**

VPA.1.6.Later Recognize and name a greater variety of materials and tools used for visual arts with increased accuracy.

GOLD® Objectives for Development and Learning**Objective 33 Explores the visual arts****Strand**

Visual Arts

Sub-Strand

Develop Skills in Visual Arts

Foundation Title

Demonstrating Motor Control

3-4.5 years

VPA.1.7.Early Demonstrate some motor control when working with visual arts tools.

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

4-5.5 years

VPA.1.7.Later Demonstrate coordination and increased motor control when working with visual arts tools.

GOLD® Objectives for Development and Learning**Objective 7b Uses writing and drawing tools**

Objective 7b-8 Uses three-point finger grip and efficient hand placement when writing and drawing

Strand

Visual Arts

Sub-Strand

Develop Skills in Visual Arts



Foundation Title

Mixing and Blending Colors

3-4.5 years

VPA.1.8.Early Experiment with mixing colors and notice different colors and shades.

GOLD® Objectives for Development and Learning**Objective 33** Explores the visual arts**4-5.5 years**

VPA.1.8.Later Intentionally mix and blend colors to achieve different colors and shades.

GOLD® Objectives for Development and Learning**Objective 33** Explores the visual arts

Strand	Visual Arts
Sub-Strand	Create, Invent, or Express Through Visual Art
Foundation Title	Creating Two-Dimensional and Three-Dimensional Representations

3-4.5 years

VPA.1.9.Early Create two-dimensional and three-dimensional pieces of visual art that are intended to represent objects, figures, people, or experiences.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

Objective 14a-4 Draws or constructs, and then identifies what it is

4-5.5 years

VPA.1.9.Later Create two-dimensional and three-dimensional pieces of visual art that often include a combination of objects, figures, and people to illustrate a story or scene, sometimes naming the artworks.

GOLD® Objectives for Development and Learning

Objective 14a Thinks symbolically

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



Strand

Visual Arts

Sub-Strand

Create, Invent, or Express Through Visual Art

Foundation Title

Intensity and Mood

3-4.5 years

VPA.1.10.Early Use some intensity of marks and colors to express a feeling or mood.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

4-5.5 years

VPA.1.10.Later Use intensity of marks and colors more frequently to express a feeling or mood and explain their choice.

GOLD® Objectives for Development and Learning

Objective 33 Explores the visual arts

Strand

Music

Sub-Strand

Notice, Respond to, or Engage in Music

Foundation Title

Attending to and Engaging in Music

3-4.5 years

VPA.2.1.Early Attend to and engage with different sounds, vibrations, rhythms, and instruments, some of which are familiar or reflect home and community cultural experiences and some of which are new.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

4-5.5 years

VPA.2.1.Later Demonstrate increased attention to and engagement with a wider variety of sounds, vibrations, rhythms, and instruments, some of which are familiar or reflect home and community cultural experiences and some of which are new.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Strand

Music

Sub-Strand

Notice, Respond to, or Engage in Music

Foundation Title

Responding to Music with Body Movements

3-4.5 years

VPA.2.2.Early Use body movement to respond to music by themselves or with others.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts

4-5.5 years

VPA.2.2.Later Use body movement that more closely responds to the beat, dynamics (lounds and softs), and tempo (speed) of music by themselves or with others.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Objective 35 Explores dance and movement concepts



Strand

Music

Sub-Strand

Develop Skills in Music

Foundation Title

Recognizing Sounds and Vibrations

3-4.5 years

4-5.5 years

VPA.2.3.Early Notice and communicate differences between some vocal, instrumental, and environmental sounds and vibrations.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

VPA.2.3.Later Notice and communicate differences between a larger array of vocal, instrumental, and environmental sounds and vibrations with increased accuracy.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Strand

Music

Sub-Strand

Develop Skills in Music

Foundation Title

Exploring Vocal Expression and Instruments

3-4.5 years

4-5.5 years

VPA.2.4.Early Explore vocally and with instruments; sing patterns, chants, and parts of songs by themselves or with others.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

VPA.2.4.Later Expand vocal and instrumental exploration; sing patterns, chants, and entire songs alone or with others in varying pitches (highs and lows), dynamics (louds and softs), moods, and intensities.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Strand

Music

Sub-Strand

Develop Skills in Music

Foundation Title

Exploring Beat and Rhythmic Awareness

3-4.5 years

4-5.5 years

VPA.2.5.Early Tap beats and rhythms with their hands, feet, and instruments or other percussive tools

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

VPA.2.5.Later Increase complexity and accuracy in tapping various beats and rhythms with their hands, feet, and instruments or other percussive tools.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Strand

Music

Sub-Strand

Develop Skills in Music



3-4.5 years

VPA.2.6.Early Recognize and name basic terms and elements related to music, such as the names of a few instruments or a few basic terms describing tempo (speed) or dynamics (louds and softs).

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

4-5.5 years

VPA.2.6.Later Recognize and name a wider range of instruments and specific qualities of music, such as pitch (high or low), mood, tempo (speed), and dynamics (louds and softs).

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Strand	Music
Sub-Strand	Create, Invent, or Express through Music
Foundation Title	Producing or Improvising Melodies and Rhythms

3-4.5 years

VPA.2.7.Early Use vocal skills, instruments, and other tools to produce short melodies, chants, or songs using simple rhythms and tones, by themselves or with others.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

4-5.5 years

VPA.2.7.Later Use vocal skills, instruments, and other tools to produce or improvise on melodies, chants, or songs using more complex rhythms and tones, by themselves or with others.

GOLD® Objectives for Development and Learning

Objective 34 Explores musical concepts and expression

Strand	Drama
Sub-Strand	Notice, Respond to, or Engage in Drama
Foundation Title	Engaging in Drama

3-4.5 years

VPA.3.1.Early Engage in pretend play by themselves or with others, acting out scripts, some of which are familiar or reflect home and community cultural experiences and some of which are new.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

Objective 14b Engages in sociodramatic play

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

4-5.5 years

VPA.3.1.Later Engage in extended and flexible pretend play scenarios, by themselves or with others, acting out scripts, some of which are familiar or reflect home and community cultural experiences and some of which are new.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

Objective 14b Engages in sociodramatic play

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

Strand	Drama
Sub-Strand	Notice, Respond to, or Engage in Drama
Foundation Title	Understanding Plot

3-4.5 years

VPA.3.2.Early Demonstrate knowledge of the simple plot of a participatory drama.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

4-5.5 years

VPA.3.2.Later Demonstrate knowledge of the extended plot and conflict of a participatory drama.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

Strand	Drama
Sub-Strand	Develop Skills in Drama
Foundation Title	Showing Emotions

3-4.5 years

VPA.3.3.Early Use gestures, expressions, and movements to intentionally show different emotions.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

4-5.5 years

VPA.3.3.Later Use gestures, expressions, and movements to intentionally show a wider range of emotions.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language



Strand

Drama

Sub-Strand

Develop Skills in Drama

Foundation Title

Acting Out Prompts or Scripts

3-4.5 years

VPA.3.4.Early Participate in acting out prompts or simple scripts by themselves or with others (such as by following instructions or taking turns).

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

Objective 14b Engages in sociodramatic play

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

4-5.5 years

VPA.3.4.Later Participate in acting out longer or more detailed prompts or scripts by themselves or with others (such as by following instructions or taking turns).

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

Objective 14b Engages in sociodramatic play

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

Strand

Drama

Sub-Strand

Develop Skills in Drama

Foundation Title

Engaging in Role-Play

3-4.5 years

VPA.3.5.Early Engages in role-play (representing a person, animal, or character) using a limited range of voices, movements, and gestures.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

Objective 14b Engages in sociodramatic play

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

4-5.5 years

VPA.3.5.Later Engages in role-play (representing a person, animal, or character) using a wider range of voices, movements, and gestures.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

Objective 14b Engages in sociodramatic play

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

Strand

Drama

Sub-Strand

Develop Skills in Drama

Foundation Title

Vocal Projection

3-4.5 years

VPA.3.6.Early Project their voice with some clarity using some dynamics (louds and softs).

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

4-5.5 years

VPA.3.6.Later Project their voice with increased clarity using a range of dynamics (louds and softs).

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

Strand

Drama



Sub-Strand

Develop Skills in Drama

Foundation Title

Communicating Drama Terms

3-4.5 years

4-5.5 years

VPA.3.7.Early Understand and communicate basic terms and elements related to drama.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

VPA.3.7.Later Demonstrate a broader understanding of terms and elements related to drama and an increased ability to communicate the terms.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language



Strand	Drama
Sub-Strand	Create, Invent, or Express Through Drama
Foundation Title	Using Props or Costumes

3-4.5 years

VPA.3.8.Early Add props or costumes to enhance the dramatization of familiar stories and fantasy play by themselves or with others.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

Objective 14b Engages in sociodramatic play

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

4-5.5 years

VPA.3.8.Later Intentionally use a variety of props, costumes, or scenery to enhance the dramatization of familiar stories and fantasy play by themselves or with others.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

Objective 14b Engages in sociodramatic play

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

Strand	Drama
Sub-Strand	Create, Invent, or Express Through Drama
Foundation Title	Creating Scripts

3-4.5 years

VPA.3.9.Early Create new scripts, reinvent, or embellish existing stories and act them out by themselves or with others, with or without adult support.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

Objective 14b Engages in sociodramatic play

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

4-5.5 years

VPA.3.9.Later Intentionally create longer and more detailed scripts and stories, acting them out by themselves or with others, with or without adult support.

GOLD® Objectives for Development and Learning

Objective 36 Explores drama through actions and language

Objective 14b Engages in sociodramatic play

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

Strand	Dance
Sub-Strand	Notice, Respond to, or Engage in Dance



Foundation Title

Attending to and Engaging in Dance

3-4.5 years

VPA.4.1.Early Attend to or engage in different movements, gestures, and expressions, some of which are familiar or reflect home and community cultural experiences and some of which are new.

GOLD® Objectives for Development and Learning**Objective 35 Explores dance and movement concepts****Objective 11a Attends and engages**

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

4-5.5 years

VPA.4.1.Later Demonstrate increased attention to or engagement with a variety of movements, gestures, and expressions, some of which are familiar or reflect home and community cultural experiences and some of which are new.

GOLD® Objectives for Development and Learning**Objective 35 Explores dance and movement concepts****Objective 11a Attends and engages**

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

Strand

Dance

Sub-Strand

Develop Skills in Dance

Foundation Title

Spatial Awareness and Coordination

3-4.5 years

VPA.4.2.Early Demonstrate awareness of self and others in dance or when moving in space.

GOLD® Objectives for Development and Learning**Objective 35 Explores dance and movement concepts****4-5.5 years**

VPA.4.2.Later Demonstrate increased awareness of self and others and coordination of movement in dance or when moving in space.

GOLD® Objectives for Development and Learning**Objective 35 Explores dance and movement concepts****Strand**

Dance

Sub-Strand

Develop Skills in Dance

Foundation Title

Responding to Tempo

3-4.5 years

VPA.4.3.Early Respond to tempo (speed) and timing through movement.

GOLD® Objectives for Development and Learning**Objective 35 Explores dance and movement concepts****4-5.5 years**

VPA.4.3.Later Respond to tempo (speed) and timing through movement with increased accuracy and skill.

GOLD® Objectives for Development and Learning**Objective 35 Explores dance and movement concepts****Strand**

Dance

Sub-Strand

Develop Skills in Dance



Foundation Title

Learning Basic Dance Skills

3-4.5 years

VPA.4.4.Early Respond to the instruction of one skill at a time in movement (such as jumping or falling).

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

4-5.5 years

VPA.4.4.Later Respond to the instruction of more than one skill at a time in movement (such as turning, leaping, and turning again).

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

Strand

Dance

Sub-Strand

Develop Skills in Dance

Foundation Title

Communicating Dance Terms

3-4.5 years

VPA.4.5.Early Understand and communicate basic terms and elements related to dance.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

4-5.5 years

VPA.4.5.Later Demonstrate a broader understanding of terms and elements related to dance (such as steps, tempo [speed], or types of dances) and an increased ability to communicate the terms.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

Strand

Dance

Sub-Strand

Create, Invent, or Express Through Dance

Foundation Title

Representation Through Dance

3-4.5 years

VPA.4.6.Early Use music and movement patterns to act out and dramatize.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

4-5.5 years

VPA.4.6.Later Use music and movement patterns to act out and dramatize with increased skill.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts



Strand	Dance
Sub-Strand	Create, Invent, or Express Through Dance
Foundation Title	Inventing and Improvising Dance

3-4.5 years

VPA.4.7.Early Invent dance movements or improvise dances by themselves or with others.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

4-5.5 years

VPA.4.7.Later Invent and recreate dance movements or improvise dances by themselves or with others. Often initiate a sequence of movements or steps.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

Strand	Dance
Sub-Strand	Create, Invent, or Express Through Dance
Foundation Title	Communicating Feelings Through Dance

3-4.5 years

VPA.4.8.Early Communicate simple feelings spontaneously and intentionally through dance and movement, by themselves or with others.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts

4-5.5 years

VPA.4.8.Later Communicate more complex feelings spontaneously and intentionally through dance and movement by themselves or with others.

GOLD® Objectives for Development and Learning

Objective 35 Explores dance and movement concepts



Domain

English Language Development (ELD)

Strand

Listening and Speaking

Sub-Strand

Vocabulary

Foundation Title

Understanding Words

3-5.5 years

ELD.1.1.Discovering Pay attention to English oral language and understand a few common English words, while relying mainly on intonation, facial expressions, and gestures of the speaker in interactions with adults and peers.

GOLD® Objectives for Development and Learning

Objective 37 Demonstrates progress in listening to and understanding English

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



Domain	English Language Development (ELD)
Strand	Listening and Speaking
Sub-Strand	Vocabulary
Foundation Title (CONT...)	Understanding Words

3-5.5 years

ELD.1.1.Developing Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in interactions with adults and peers.

GOLD® Objectives for Development and Learning

Objective 37 Demonstrates progress in listening to and understanding English

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

Objective 37 Demonstrates progress in listening to and understanding English

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

ELD.1.1.Broadening Demonstrate understanding of a larger set of words in English (for example, objects and actions, personal pronouns, possessives, and descriptive terms) in interactions with adults and peers.

GOLD® Objectives for Development and Learning

Objective 37 Demonstrates progress in listening to and understanding English

Objective 37-8 Understands increasingly complex phrases used by adults and children

Objective 37 Demonstrates progress in listening to and understanding English

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



Strand

Listening and Speaking

Sub-Strand

Vocabulary

Foundation Title

Using Words

3-5.5 years

ELD.1.2.Discovering Use English words, mainly consisting of concrete nouns.

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

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

Objective 38 Demonstrates progress in speaking English

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

ELD.1.2.Developing Use varied English words, including an increasing number of concrete nouns and some verbs and pronouns.

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

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

Objective 38 Demonstrates progress in speaking English

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



Strand	Listening and Speaking
Sub-Strand	Vocabulary
Foundation Title (CONT...)	Using Words

3-5.5 years

ELD.1.2.Broadening Use a wide variety of English words to share knowledge of concepts, including words across all parts of speech, with some inaccuracies.

GOLD® Objectives for Development and Learning

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

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

Strand	Listening and Speaking
Sub-Strand	Grammar
Foundation Title	Using Grammatical Features

3-5.5 years

ELD.1.3.Discovering Use one or two familiar English verbs as all-purpose verbs, with some inaccuracies.

GOLD® Objectives for Development and Learning

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

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

ELD.1.3.Developing Use some grammatical rules in English, such as using -s or -es for plural nouns and -ing for verbs, sometimes with inaccuracies.

GOLD® Objectives for Development and Learning

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

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

Strand	Listening and Speaking
Sub-Strand	Grammar
Foundation Title (CONT...)	Using Grammatical Features

3-5.5 years

ELD.1.3.Broadening Broaden the use of English grammatical rules, such as irregular plurals or simple past tense verbs, sometimes with inaccuracies.

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

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

Objective 38 Demonstrates progress in speaking English

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

Strand	Listening and Speaking
Sub-Strand	Grammar
Foundation Title	Using Complex Sentence Structures

3-5.5 years

ELD.1.4.Discovering Use words or phrases repeatedly experienced in English to communicate.

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

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

Objective 38 Demonstrates progress in speaking English

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

ELD.1.4.Developing Use a few formulaic English sentence structures to communicate on a range of topics by switching out key words in a phrase.

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

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

Objective 38 Demonstrates progress in speaking English

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

Strand	Listening and Speaking
Sub-Strand	Grammar
Foundation Title (CONT...)	Using Complex Sentence Structures

3-5.5 years

ELD.1.4.Broadening Use a variety of English grammatical forms, with some inaccuracies, to produce many different types of sentence structures. Grammatical forms can include adding appropriate possessive pronouns (for example, your, my); conjunctions (for example, and, or); and other elements (for example, adjectives, adverbs).

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

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

Objective 38 Demonstrates progress in speaking English

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

Strand	Listening and Speaking
Sub-Strand	Language Use
Foundation Title	Communicating Needs

3-5.5 years

ELD.1.5.Discovering Use single English words and nonverbal communication with English speakers, such as gestures or behaviors, to seek attention, make a request, or initiate a response.

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

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

Objective 38 Demonstrates progress in speaking English

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

ELD.1.5.Developing Combine nonverbal communication and some English phrases to be understood by English speakers.

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

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

Objective 38 Demonstrates progress in speaking English

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

ELD.1.5.Broadening Show increasing reliance on verbal communication in English to be understood by English speakers.

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

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

Objective 38 Demonstrates progress in speaking English

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

Strand

Listening and Speaking

Sub-Strand

Language Use

Foundation Title

Understanding Requests and Directions

3-5.5 years

ELD.1.6.Discovering Follow simple directions in English when given additional contextual clues.

GOLD® Objectives for Development and Learning

Objective 37 Demonstrates progress in listening to and understanding English

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

Objective 8b Follows directions

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

Objective 37 Demonstrates progress in listening to and understanding English

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

ELD.1.6.Developing Follow directions in English that involve repeatedly experienced routines or contextual clues.

GOLD® Objectives for Development and Learning

Objective 37 Demonstrates progress in listening to and understanding English

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

Objective 8b Follows directions

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

Objective 37 Demonstrates progress in listening to and understanding English

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

ELD.1.6.Broadening Follow directions that involve more than one step, relying less on contextual clues.

GOLD® Objectives for Development and Learning

Objective 37 Demonstrates progress in listening to and understanding English

Objective 37-8 Understands increasingly complex phrases used by adults and children

Objective 8b Follows directions

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

Objective 37 Demonstrates progress in listening to and understanding English

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

Strand

Listening and Speaking

Sub-Strand

Language Use



3-5.5 years

ELD.1.7.Discovering Use a frequently experienced question phrase (such as "What's that?") or use one or two English words with a rising pitch to ask questions.

GOLD® Objectives for Development and Learning**Objective 38 Demonstrates progress in speaking English**

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

Objective 38 Demonstrates progress in speaking English

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

ELD.1.7.Developing Use a few question structures as a formula, filling in different words to ask about various topics.

GOLD® Objectives for Development and Learning**Objective 38 Demonstrates progress in speaking English**

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

Objective 38 Demonstrates progress in speaking English

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

ELD.1.7.Broadening Use "who," "what," "why," "how," "when," and "where" to produce questions in many forms to ask about a variety of topics in English.

GOLD® Objectives for Development and Learning**Objective 38 Demonstrates progress in speaking English**

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

Objective 38 Demonstrates progress in speaking English

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

Strand

Listening and Speaking

Sub-Strand

Language Use

Foundation Title

Constructing Narratives

3-5.5 years

ELD.1.8.Discovering Identify parts of real or fictional narratives using a few English vocabulary words.

GOLD® Objectives for Development and Learning**Objective 38 Demonstrates progress in speaking English**

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

Objective 38 Demonstrates progress in speaking English

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

Strand	Listening and Speaking
Sub-Strand	Language Use
Foundation Title (CONT...)	Constructing Narratives

3-5.5 years

ELD.1.8.Developing Construct real or fictional short narratives using English vocabulary in a few simple English sentence structures.

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

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

Objective 9d Tells about another time or place

Objective 9d-4 Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end

Objective 38 Demonstrates progress in speaking English

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

ELD.1.8.Broadening Construct real or fictional narratives by stringing together sentences with varied structures in English.

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

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

Objective 9d Tells about another time or place

Objective 9d-4 Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end

Objective 38 Demonstrates progress in speaking English

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

Strand	Listening and Speaking
Sub-Strand	Language Use
Foundation Title	Sharing Explanations and Opinions

3-5.5 years

ELD.1.9.Discovering Use English vocabulary and gestures to share descriptions, opinions, and explanations.

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

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

Objective 38 Demonstrates progress in speaking English

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

Strand	Listening and Speaking
Sub-Strand	Language Use
Foundation Title (CONT...)	Sharing Explanations and Opinions

3-5.5 years

ELD.1.9.Developing Use a few simple sentence structures to share descriptions, opinions, and explanations.

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

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

Objective 38 Demonstrates progress in speaking English

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

ELD.1.9.Broadening Use varied sentence structures to share descriptions, opinions, and explanations.

GOLD® Objectives for Development and Learning

Objective 38 Demonstrates progress in speaking English

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

Objective 38 Demonstrates progress in speaking English

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



Strand

Listening and Speaking

Sub-Strand

Language Use

Foundation Title

Participating in Conversations

3-5.5 years

ELD.1.10.Discovering Engage in conversation with English speakers, by mostly listening and responding with a few English words, gestures, or other nonverbal responses.

GOLD® Objectives for Development and Learning

Objective 37 Demonstrates progress in listening to and understanding English

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

Objective 38 Demonstrates progress in speaking English

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

Objective 37 Demonstrates progress in listening to and understanding English

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

Objective 38 Demonstrates progress in speaking English

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



Strand	Listening and Speaking
Sub-Strand	Language Use
Foundation Title (CONT...)	Participating in Conversations

3-5.5 years

ELD.1.10.Developing Converse with others using frequently heard vocabulary in English, often using short, commonly used sentences and phrases and a few repeated grammatical structures, sometimes with inaccuracies.

GOLD® Objectives for Development and Learning

Objective 37 Demonstrates progress in listening to and understanding English

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

Objective 38 Demonstrates progress in speaking English

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

Objective 37 Demonstrates progress in listening to and understanding English

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

Objective 38 Demonstrates progress in speaking English

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

ELD.1.10.Broadening Engage in conversations in English using increasingly complex vocabulary and varied grammatical structures, sometimes with inaccuracies.

GOLD® Objectives for Development and Learning

Objective 37 Demonstrates progress in listening to and understanding English

Objective 37-8 Understands increasingly complex phrases used by adults and children

Objective 38 Demonstrates progress in speaking English

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

Objective 37 Demonstrates progress in listening to and understanding English

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

Objective 38 Demonstrates progress in speaking English

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

Strand	Foundational Literacy Skills
Sub-Strand	Phonological Awareness
Foundation Title	Recognizing and Segmenting Sounds

3-5.5 years

ELD.2.1.Discovering Recognize and produce sounds of spoken English.

GOLD® Objectives for Development and Learning

Objective 9b Speaks clearly

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

ELD.2.1.Developing Match English words that have the same first sound in speech, with adult support or the support of pictures or objects.

GOLD® Objectives for Development and Learning

Objective 15b Notices and discriminates alliteration

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

ELD.2.1.Broadening Isolate and pronounce the first sound of a word in English, with adult support or the support of pictures or objects.

GOLD® Objectives for Development and Learning

Objective 15b Notices and discriminates alliteration

Objective 15b-8 Isolates and identifies the beginning sound of a word

Strand	Foundational Literacy Skills
Sub-Strand	Phonological Awareness
Foundation Title	Recognizing and Blending Sounds

3-5.5 years

ELD.2.2.Discovering Recognize and produce sounds of spoken English.

GOLD® Objectives for Development and Learning

Objective 9b Speaks clearly

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

ELD.2.2.Developing When presented with two single-syllable English words (such as "sand" and "box"), blend them into a compound word in speech, with adult support or the support of pictures or objects.

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

ELD.2.2.Broadening When presented with syllables and individual sounds, blend them into English words in speech, with adult support or the support of pictures or objects.

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

Foundational Literacy Skills

Sub-Strand

Phonological Awareness

Foundation Title

Participating in Rhyming and Wordplay

3-5.5 years

ELD.2.3.Discovering Attend to and participate in frequently experienced simple songs, poems, and fingerplays in English, with gestures and some key words.

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-2 Joins in rhyming songs and games

ELD.2.3.Developing Repeat or recite parts of simple songs, poems, and fingerplays that emphasize rhyme in English.

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-2 Joins in rhyming songs and games

ELD.2.3.Broadening Repeat, recite, produce, or initiate simple songs, poems, and fingerplays that emphasize rhyme in English.

GOLD® Objectives for Development and Learning

Objective 15a Notices and discriminates rhyme

Objective 15a-4 Fills in the missing rhyming word; generates rhyming words spontaneously

Strand

Foundational Literacy Skills

Sub-Strand

Alphabets and Print

Foundation Title

Recognizing and Identifying Letters

3-5.5 years

ELD.2.4.Discovering Recognize the first letter in their own name in the English alphabet.

GOLD® Objectives for Development and Learning

Objective 16a Identifies and names letters

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

ELD.2.4.Developing Accurately identify a few letters of the alphabet in English.

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



Strand	Foundational Literacy Skills
Sub-Strand	Alphabets and Print
Foundation Title (CONT...)	Recognizing and Identifying Letters

3-5.5 years

ELD.2.4.Broadening Accurately identify many uppercase and some lowercase letters of the alphabet in English.

GOLD® Objectives for Development and Learning

Objective 16a Identifies and names letters

Objective 16a-6 Identifies and names 11-20 upper- and 11-20 lowercase letters when presented in random order

Strand	Foundational Literacy Skills
Sub-Strand	Alphabets and Print
Foundation Title	Learning Letter-Sound Correspondence

3-5.5 years

ELD.2.5.Discovering Demonstrate awareness that English alphabet letters have sounds.

GOLD® Objectives for Development and Learning

Objective 16b Identifies letter-sound correspondences

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

ELD.2.5.Developing Accurately identify or produce the sound associated with one or two letters in the English alphabet.

GOLD® Objectives for Development and Learning

Objective 16b Identifies letter-sound correspondences

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

ELD.2.5.Broadening Accurately identify or produce the sounds of a few letters of the English alphabet (about 5-10), with adult support.

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	Foundational Literacy Skills
Sub-Strand	Concepts about Print

Foundation Title

Understanding the Concept of Print

3-5.5 years**ELD.2.6.Discovering** Interact with materials representing the letters of the English alphabet.**GOLD® Objectives for Development and Learning****Objective 17b Uses print concepts**

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

ELD.2.6.Developing Demonstrate awareness that they are interacting with English 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

ELD.2.6.Broadening Demonstrate awareness of English print as something that can be read and has specific meaning.**GOLD® Objectives for Development and Learning****Objective 17b Uses print concepts**

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

Strand

Foundational Literacy Skills

Sub-Strand

Concepts about Print

Foundation Title

Understanding Print Conventions

3-5.5 years**ELD.2.7.Discovering** Engage and interact with English-language books. Demonstrate understanding of a few general book handling behaviors, such as turning pages one at a time in a single direction.**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

ELD.2.7.Developing Demonstrate understanding of a few book-handling behaviors or print conventions specific to English, such as turning pages from right to left and recognizing the front cover of a book.**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



Strand	Foundational Literacy Skills
Sub-Strand	Concepts about Print
Foundation Title (CONT...)	Understanding Print Conventions

3-5.5 years

ELD.2.7.Broadening Demonstrate understanding that print in English is organized from left to right, top to bottom and that pages are turned from right to left when a book is read.

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

Reading

Sub-Strand

Literacy Interest and Response

Foundation Title

Demonstrating Interest in Literacy Activities

3-5.5 years

ELD.3.1.Discovering Attend to English-language literacy activities.

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

ELD.3.1.Developing Demonstrate interest in and engagement with English language literacy activities.

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

ELD.3.1.Broadening Demonstrate interest in and engagement with English-language literacy activities with increasing independence.

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

Strand

Reading

Sub-Strand

Literacy Interest and Response

Foundation Title

Participating in Read-Aloud Activities

3-5.5 years

ELD.3.2.Discovering Pay attention to an adult reading a short English-language book.

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

ELD.3.2.Developing Engage in read-aloud activities with English-language books when the language is predictable or repetitive and communicate about the content of the books.

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

ELD.3.2.Broadening Engage in read-aloud activities with English-language books and communicate about the content of the books.

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



Strand

Reading

Sub-Strand

Comprehension and Analysis of Age-Appropriate Text

Foundation Title

Understanding Stories

3-5.5 years

ELD.3.3.Discovering Use pictures or other supports (such as objects or gestures) to understand major characters and details in an English-language story.

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts

Objective 18c-2 Retells some events or information from a familiar story or other text with close adult prompting

ELD.3.3.Developing Demonstrate understanding of a few major characters and events in an English-language story, including some details that are conveyed only through the words of the story, after experiencing it a few times.

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts

Objective 18c-6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate



Strand	Reading
Sub-Strand	Comprehension and Analysis of Age-Appropriate Text
Foundation Title (CONT...)	Understanding Stories

3-5.5 years

ELD.3.3.Broadening Demonstrate understanding of major characters and events in an English-language story, including details that are conveyed only through the words of the story, after experiencing it for the first time.

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts

Objective 18c-6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate

Strand	Reading
Sub-Strand	Comprehension and Analysis of Age-Appropriate Text
Foundation Title	Understanding Informational Text

3-5.5 years

ELD.3.4.Discovering Use pictures or other supports (such as objects or gestures) to understand a few major details in an English-language informational text.

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts

Objective 18c-2 Retells some events or information from a familiar story or other text with close adult prompting

ELD.3.4.Developing Demonstrate understanding of a few major details about an English-language informational text, including details that are conveyed only through the words of the text, after experiencing it a few times.

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts

Objective 18c-6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate

Strand	Reading
Sub-Strand	Comprehension and Analysis of Age-Appropriate Text
Foundation Title (CONT...)	Understanding Informational Text

3-5.5 years

ELD.3.4.Broadening Demonstrate understanding of a few major details about an English-language informational text, including details that are conveyed only through the words of the text, after experiencing it for the first time.

GOLD® Objectives for Development and Learning

Objective 18c Retells stories and recounts details from informational texts

Objective 18c-6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate

Strand	Writing
Sub-Strand	Writing as Communication
Foundation Title	Writing to Represent Words or Ideas

3-5.5 years

ELD.4.1.Discovering Write scribbles to represent words and ideas in English.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

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

ELD.4.1.Developing Write letter-like scribbles to represent words and ideas in English, with adult support.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-4 Uses drawing, dictation, and controlled linear scribbles to convey a message

ELD.4.1.Broadening Write a few recognizable letters to represent words and ideas in English independently.

GOLD® Objectives for Development and Learning

Objective 19b Writes to convey ideas and information

Objective 19b-6 Uses drawing, dictation, and mock letters or letter forms to convey a message



Strand	Writing
Sub-Strand	Writing as Communication
Foundation Title	Writing Own Name

3-5.5 years

ELD.4.2.Discovering Write marks to represent their own name in the English alphabet.

GOLD® Objectives for Development and Learning

Objective 19a Writes name

Objective 19a-8 Writes letter strings

ELD.4.2.Developing Copy their own name in the English alphabet.

GOLD® Objectives for Development and Learning

Objective 19a Writes name

Objective 19a-10 Writes partially accurate first name

ELD.4.2.Broadening Write their first name independently in the English alphabet nearly correctly.

GOLD® Objectives for Development and Learning

Objective 19a Writes name

Objective 19a-8 Writes letter strings

